



Pocklington Prep School

Relationships and Sex Education (RSE) Policy

Policy Contact	Sarah Cobb, Deputy Head of Prep School		
Consultation	Sarah Cobb, Suzy Ward (Head of Prep School), Bonnie Steel (PSHE Lead), Suzie Rogers (Pastoral Lead Years 3 to 6).		
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Content

Aims	3
Definition	3
Statutory Requirements	3
Curriculum	4
Relationships (including Sex Education) – Content	4
Families and relationships	5
Health and wellbeing	5
Safety and the changing body.....	5
‘Big Talk Education’: ‘Growing Up Safe’	6
From age three (Pre-School):.....	6
Age four to six (Reception – Year 1):	6
Age six to eight (Year 2 – 3):	6
Age eight to nine (Year 4):	6
Age nine to 11 (Year 5 – 6):.....	6
Delivery of RSE	7
Safe and effective practice	7
Safeguarding	7
Engaging stakeholders	7
Parents’ right to withdraw	8
Monitoring Arrangements	8
Roles and responsibilities	8
PSHE Staff.....	8
The PSHE Co-ordinator (Prep).....	8
The Deputy Head	9
The Head of Prep	9
The Governing Body.....	9
Revisions	9
Appendix A - Pocklington Prep School RSE Content	10



Aims

The aims of Relationships and Sex Education (RSE) in the Pocklington School Foundation are to:

- Enable pupils to learn about what makes healthy relationships, including with family, friends and on-line, how to recognise unhealthy behaviour in relationships and how to seek help if they feel unsafe. It will also teach about the nature and importance of consent.
- Support pupils to develop self-respect, confidence and empathy for others.
- Provide a framework and appropriate place in which sensitive discussions can take place.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

This policy covers our school's approach to Relationships and Sex Education. It was produced by the Deputy Head with oversight of PSHE, through consultation with PSHE staff and PPSMG and is based on the following key principles:

- We believe relationships and sex education is important for our pupils and our school because it forms the basis of key interactions in later life.
- We view the partnership of home and school as vital in providing the context for safe and accurate information being provided to children and parents.
- We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by consultation with the Learning Support Co-ordinator and annual reviews of the programme of study with staff.
- We ensure RSE fosters gender equality and LGBT+ equality by including these issues at an age-appropriate level, whether in discrete lessons or as part of wider topics.

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity and lessons taught will be age and developmentally appropriate.

Statutory Requirements

From September 2020, all schools must deliver relationships education and secondary pupils must be taught relationships and sex education. This applies to every school whether it is maintained, academy, free school or independent. The content of our lessons with regards discrimination of any sort is guided by the equality act (2010).



POCKLINGTON PREP SCHOOL RSE Policy

The RSE policy sits alongside and complements the Prep school's PSHE Policy.

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2022)
- Children and Social Work Act (2017)
- ISI Regulatory Requirements (2023)

Sex education is not compulsory in primary schools, beyond what is laid out in the National Curriculum for Science:

- Year 1: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Year 2: Notice that animals, including humans, have offspring which grow into adults
- Year 5: Describe the life process of reproduction in some plants and animals; describe the changes as humans develop to old age [They should learn about the changes experienced in puberty.]

The Kapow Primary scheme of work, which staff in the Prep School follow, includes two Year 6 lessons, which parents have the opportunity to withdraw their children from all/part of the lesson: Safety and the changing body - Lesson 5: Conception and Lesson 6: Pregnancy and birth. We will consult with parents about the content of these lessons prior to teaching them, to provide them time to consider the content and to withdraw their child if they so wish. We will share the Kapow Primary puberty video content with parents, so that they are able to make an informed decision.

Curriculum

Our RSE programme is an integral part of our whole school PSHE education provision. A summary of RSE specific content can be found in Appendix A.

We will ensure RSE is matched to the needs of our pupils by ongoing consultation with the Head of Wellbeing, staff, and pupils.

Our RSE programme will be planned and delivered through both timetabled PSHE lessons and the biennial 'Big Talk programme' with a spiral model ensuring that topics are revisited annually at an age and developmentally appropriate level. Pupils will be encouraged to reflect on their own learning and progress by engagement in discussions, practical tasks and written reflections.

Learning about relationships and sex education in PSHE education lessons will link to/complement learning within the wider curriculum.

Relationships (including Sex Education) – Content

The Relationships strand of our PSHE curriculum focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.



POCKLINGTON PREP SCHOOL RSE Policy

These lessons cover the statutory requirements and have been carefully planned to be age appropriate. They also give the opportunity for children to revisit topics in different year groups. This is important as they will learn more and see things differently as they mature.

The lessons are divided up into three overarching themes:

- Families and relationships
- Health and wellbeing
- Safety and the changing body

Below is a summary of some of the areas covered within each theme:

Families and relationships

- How to form and maintain friendships
- Importance of family
- Different types of families
- Dealing with problems in friendships
- Online relationships, including staying safe
- Stereotyping

Health and wellbeing

- Mental health and wellbeing
- Healthy eating
- Physical activity
- Dental health
- Importance of sleep
- Medicines
- Tobacco
- Alcohol
- First aid

Safety and the changing body

- Online safety
- Safety around adults
- Understanding their body
- Physical changes during puberty
- Emotional changes during puberty
- Asking for help when needed

The lessons will give children the opportunity to increase their knowledge and understanding of the topic. They will also be able to explore their feelings and ideas about topics and listen to the views of other people. The overall aim is for children to be able to make their informed choices and decisions.

The principles of positive relationships apply in any context, so children are taught to apply learning about behaviour and safety both online and offline.

The DfE continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of their pupils so they are prepared for the changes that adolescence brings and how a baby is conceived and born. Therefore, Sex Education – that goes beyond the requirements of Relationships Education is taught at Pocklington Prep School in order to support pupils' ongoing emotional and physical development and their transition to secondary school.



‘Big Talk Education’: ‘Growing Up Safe’

In order to deliver a spiral, whole school approach to Relationships and Sex Education, we use the services of the ‘Big Talk Education’ team who deliver their ‘Growing Up Safe’ programme to all children in school, from Pre-School to Year 6 on a biennial basis. As part of this programme, parents are also supported to know how best to answer their children’s questions through a Parent Information session. The ‘Growing Up Safe’ programme delivers the following content:

From age three (Pre-School): Children should be taught the differences between boys and girls, naming body parts with the correct scientific words, what areas of the body are private, and the difference between good touches and bad touches.

Age four to six (Reception – Year 1): From this age children should be able to identify safe situations and those which may be risky, like other children or adults taking improper photographs of them. They should be able to identify trusted adults (both at home and school) who they can talk to if they feel worried. Within this age group they should understand about different types of families, including those with same sex parents. The emphasis being on all different types of families.

Age six to eight (Year 2 – 3): Understanding the importance of boundaries within friendships and personal relationships is important, including online and through technologies such as mobile phones and games. They should know what films, programmes and online content they should and shouldn’t be watching, in addition who to tell, if someone encourages them to watch inappropriate content (this can be a grooming tactic).

Age eight to nine (Year 4): By this age children need to be taught about the emotional and physical changes of growing up, coping strategies for different emotions, as well as looking after their bodies and the onset of puberty. We find that some girls may even be starting their periods in year 4, so it is critical that they have this knowledge at this age. We also recommend giving a gentle introduction to reproduction, this is the point at which we find we are able to tell children before they have received a muddled version from an older sibling or peers who may have been looking online for the definition of “sex”.

Whilst some parents and teachers may question this age, it is important to know that ‘sex’ is spoken and sung about, widely in the media including in pop music aimed at children (e.g. Little Mix). If children type this simple word into the internet to find out what it means they will be presented with graphic and often disturbing images, so it is better to educate the children in a gentle age appropriate manner, than to leave them hungry for information.

Age nine to 11 (Year 5 – 6): At these ages it is important to review the previous information taught, as children tend to absorb and retain elements of the information when it is of relevance to them. So we allow children to ask more questions in these year groups, to ensure they understand what they have been taught and fill in any gaps in knowledge. They will often want more details on conception, how babies (including twins) develop and are born. Sometimes they ask how people can get germs from sex and how they can be prevented, or there may be curiosity about feelings or body image – each group is different.

A teacher is always present during these sessions.

On some occasions, pupils are given opportunities to discuss specific issues related to puberty in single sex groups, however classes are not routinely separated by gender for the School’s PSHE programme.



Delivery of RSE

The school provides staff with access to Kapow, which provides engaging, knowledge-rich and progressive lesson plans for RSE, in keeping with the school's scheme of work. This includes teacher CPD videos to ensure that all staff feel confident in their delivery of RSE and planning materials to support them in adapting the resources to the unique needs of our school.

Safe and effective practice

We will ensure a safe learning environment by setting out clear ground rules for discussing all aspects of PSHE, including RSE. These ground rules are introduced at the start of the year, and then revisited when required, so that all students understand the expectations of PSHE and RSE lessons and feel confident to ask questions in a safe environment.

Pupils' questions will be answered by the member of staff teaching the lesson, or the trained professional who is visiting the school, should this be appropriate.

All staff teaching RSE will be supported by the PSHE Co-ordinator wherever required.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Disclosures will always be treated in a confidential manner and teachers will consult with the Designated Safeguarding Lead or, in his /her absence, the Deputy Designated Safeguarding Lead, should they have any safeguarding concerns about a child.

Visitors/external agencies which support the delivery of RSE will be required to provide the relevant safety documentation for working with young people and will be made aware of the school's safeguarding policy.

Engaging stakeholders

Parents will be informed about the policy through an annual email update (that also includes Topics taught). The policy will be available to parents via the school website.

We are committed to working with parents and carers by encouraging an open dialogue with staff and inviting them to a parent talk in advance of the 'Big Talk' programme where we ask for their feedback; this ensures that parents are consulted and are fully aware of what is being taught.

Governors will be informed of the RSE policy and curriculum through invitation and attendance by the PSHE Co-ordinator to Governors' meetings, when required.

Teaching staff will be invited annually to comment on this policy and its attached topics.

Pupil voice will be used to review and tailor our RSE programme to match the needs of pupils. Feedback from the 'Big Talk' will be used for this purpose.



Parents' right to withdraw

RSE is part of all students' education, and it is hoped that all will participate. However, under the DfE Sex and Relationship Guidance for 2020, parents do have the right to withdraw their children from the non-statutory components of sex education within RSE (that means the lessons that cover physical aspects of sexual development and intimate relationships, and sexual health). Full details of which sections parents wish to withdraw from would be discussed upon request, with the DfE guidance forming the basis for this.

The Kapow Primary scheme of work, which we follow, includes two Year 6 lessons which parents have the opportunity to withdraw their children from all/part of the lesson: Safety and the changing body: Lesson 5: Conception and Lesson 6: Pregnancy and birth.

Requests for withdrawal should be put in writing and addressed to the Head of Prep. A copy of withdrawal requests will be placed in the pupil's educational record. The Head of Prep will discuss the request with parents and take appropriate action, in consultation with the PSHE Co-ordinator. Alternative work will be given to pupils who are withdrawn from sex education.

Monitoring Arrangements

The delivery of RSE is monitored through meetings with staff and lesson observations. Pupil and parent feedback on the 'Big Talk' programme is also considered in monitoring the delivery of RSE.

Roles and responsibilities

The Prep School RSE programme will be led by the PSHE Co-ordinator. It will be taught by PSHE teachers within the context of PSHE lessons and by the 'Big Talk' team on a biannual basis.

PSHE Staff

PSHE Staff are responsible for:

- Delivering RSE in a sensitive way, taking account of pupils' cultural and faith backgrounds
- Modelling positive attitudes to RSE, as with any other subject
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the sex education components of RSE.

PSHE Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching aspects of RSE should discuss the concern with the PSHE Co-ordinator.

The PSHE Co-ordinator (Prep)

The PSHE Co-Ordinator for the Prep-School is responsible for:

- Developing and updating teaching resources
- Providing support/training for PSHE teachers
- Monitoring PSHE lessons and staff
- Responding to wider PSHE related issues across other areas of School life



POCKLINGTON PREP SCHOOL RSE Policy

The Deputy Head

The Deputy Head is responsible for:

- Policy and curriculum-based oversight of PSHE and RSE

The Head of Prep

The Head of Prep is responsible for ensuring that RSE is taught consistently across the school, and for managing any requests to withdraw pupils from sex education components of RSE (see section 8).

The Governing Body

The governing body will approve the RSE policy and hold the Head of Prep to account for its implementation.

Oversight of the RSE policy is undertaken by the Governors' Safeguarding Committee and will be undertaken by the Deputy Head of Prep, in September of each academic year, to ensure it meets current requirements and guidance.

Revisions

Adopted by S Cobb October 2021

Reviewed by S Cobb September 2022

Reviewed by S Cobb September 2023



Appendix A - Pocklington Prep School RSE Content



RSE & PSHE Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Family and relationships	<ul style="list-style-type: none"> • Introduction to RSE • What is family? • What are friendships? • Family and friends help and support each other • Making friends • Friendship problems • Healthy Friendships 	<ul style="list-style-type: none"> • Introduction to RSE • Families offer stability and love • Families are all different • Managing friendships • Unhappy friendships • Valuing me • Manners & courtesy • Loss and change 	<ul style="list-style-type: none"> • Introduction to RSE • Healthy families • Friendships - conflict • Effective communication • Learning who to trust • Respecting differences • Stereotyping 	<ul style="list-style-type: none"> • Introduction to RSE • Respect & manners • Healthy friendships • My behaviour • Bullying • Stereotypes • Families in the wider world • Loss and change 	<ul style="list-style-type: none"> • Introduction to RSE • Build a friend • Resolving conflict • Respecting myself • Family life • Bullying 	<ul style="list-style-type: none"> • Introduction to RSE • Respect • Developing respectful relationships • Stereotypes • Bullying • Being me • Loss and change
Safety and the changing body	<ul style="list-style-type: none"> • Getting lost • Making a call to the emergency services • Asking for help • Appropriate contact • Medication • Safety at home • People who help to keep us safe 	<ul style="list-style-type: none"> • The Internet • Communicating online • Secrets and surprises • Appropriate contact • Road safety • Drug education 	<ul style="list-style-type: none"> • Basic first aid • Communicating safely online • Online safety • Fake emails • Drugs, alcohol & tobacco • Keeping safe out and about 	<ul style="list-style-type: none"> • Online restrictions • Share aware • Basic first aid • Privacy and secrecy • Consuming information online • The changing adolescent body (puberty) 	<ul style="list-style-type: none"> • Online friendships • Identifying online dangers • The changing adolescent body (puberty, including menstruation) • First aid • Drug education 	<ul style="list-style-type: none"> • Drugs alcohol & tobacco • First aid • Critical digital consumers • Social media • The changing adolescent body (puberty, conception, birth)
Health and wellbeing	<ul style="list-style-type: none"> • Wonderful me • What am I like? • Ready for bed • Relaxation • Hand washing & personal hygiene • Sun safety • Allergies • People who help us stay healthy 	<ul style="list-style-type: none"> • Experiencing different emotions • Being active • Relaxation • Steps to success • Growth mindset • Healthy diet • Dental health 	<ul style="list-style-type: none"> • My healthy diary • Relaxation • Who am I? • My superpowers • Breaking down barriers • Dental health 	<ul style="list-style-type: none"> • Diet and dental health • Visualisation • Celebrating mistakes • My role • My happiness • Emotions • Mental health 	<ul style="list-style-type: none"> • Relaxation • The importance of rest • Embracing failure • Going for goals • Taking responsibility for my feelings • Healthy meals • Sun safety 	<ul style="list-style-type: none"> • What can I be? • Mindfulness • Taking responsibility for my health • Resilience toolkit • Immunisation • Health concerns • Creating habits • The effects of technology on health



RSE & PSHE Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Citizenship	<p>Responsibility</p> <ul style="list-style-type: none"> Rules Caring for others: Animals The needs of others <p>Community</p> <ul style="list-style-type: none"> Similar, yet different Belonging <p>Democracy</p> <ul style="list-style-type: none"> Democratic decisions 	<p>Responsibility</p> <ul style="list-style-type: none"> Rules beyond school Our school environment Our local environment <p>Community</p> <ul style="list-style-type: none"> Job roles in our local community Similar yet different: My local community <p>Democracy</p> <ul style="list-style-type: none"> School Council Giving my opinion 	<p>Responsibility</p> <ul style="list-style-type: none"> Rights of the child Rights and responsibilities Recycling <p>Community</p> <ul style="list-style-type: none"> Local community groups Charity <p>Democracy</p> <ul style="list-style-type: none"> Local democracy Rules 	<p>Responsibility</p> <ul style="list-style-type: none"> What are human rights? Caring for the environment <p>Community</p> <ul style="list-style-type: none"> Community groups Contributing Diverse communities <p>Democracy</p> <ul style="list-style-type: none"> Local councillors 	<p>Responsibility</p> <ul style="list-style-type: none"> Breaking the law Rights and responsibilities Protecting the planet <p>Community</p> <ul style="list-style-type: none"> Contributing to the community Pressure groups <p>Democracy</p> <ul style="list-style-type: none"> Parliament 	<p>Responsibility</p> <ul style="list-style-type: none"> Human rights Food choices and the environment Caring for others <p>Community</p> <ul style="list-style-type: none"> Prejudice and discrimination Valuing diversity <p>Democracy</p> <ul style="list-style-type: none"> National democracy
Economic wellbeing	<p>Money</p> <ul style="list-style-type: none"> Introduction to money Looking after money Banks and building societies Saving and spending <p>Career and aspirations</p> <ul style="list-style-type: none"> Jobs in school 	<p>Money</p> <ul style="list-style-type: none"> Where money comes from Needs and wants Wants and needs Looking after money <p>Career and aspirations</p> <ul style="list-style-type: none"> Jobs 	<p>Money</p> <ul style="list-style-type: none"> Ways of paying Budgeting How spending affects others Impact of spending <p>Career and aspirations</p> <ul style="list-style-type: none"> Jobs and careers Gender and careers 	<p>Money</p> <ul style="list-style-type: none"> Spending choices/ value for money Keeping track of money Looking after money <p>Career and aspirations</p> <ul style="list-style-type: none"> Influences on career choices Jobs for me 	<p>Money</p> <ul style="list-style-type: none"> Borrowing Income and expenditure Risks with money Prioritising spending <p>Career and aspirations</p> <ul style="list-style-type: none"> Stereotypes in the workplace 	<p>Money</p> <ul style="list-style-type: none"> Attitudes to money Keeping money safe Gambling <p>Career and aspirations</p> <ul style="list-style-type: none"> What jobs are available Career routes
Transition	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson
Identity						<ul style="list-style-type: none"> What is identity Identity and body image