



Pocklington School Foundation **Relationships and Sex Education (RSE) Policy**

1. 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 Head of PSHE through consultation with PSHE staff and PSMG 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 students 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 school SENCO and annual reviews of the programme of study with staff.
- We ensure RSE fosters gender equality and LGBT+ equality by including LGBT issues wherever relevant in the programme of study, whether in discrete lessons or as part of wider topics.

2. 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.

3. 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).

The RSE policy sits alongside and complements the 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 (2016)
- Children and Social Work Act (2017)
- ISI Regulatory Requirements (2020)

4. 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 (Prep School) and Appendix B (Senior School).

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 is inclusive of LGBT pupils, with references made within lessons where appropriate.

Our RSE programme will be planned and delivered through a set of timetabled lessons, with a spiral model ensuring that topics are revisited annually at an age and developmentally appropriate level. High quality resources will support our RSE provision and will be reviewed annually. Selected resources, such as articles and film clips, will be used which support and promote understanding. Pupils will be encouraged to reflect on their own learning and progress by engagement in discussions, written reflections, and summary assessment tasks.

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

Assessment in RSE will take the approach that grading is not an appropriate way of marking, as the aim is more to review student reflection on the topics.

An overview of the learning in each year group within Pocklington School can be found in the PSHE shared folder, located in the F Drive; an overview of the learning in each year group within the Prep School can be found in the PSHE Scheme of Work stored on the extranet.

5. Safe and effective practice

We will ensure a safe learning environment by setting out clear ground rules for discussing all aspects of PSHE. 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. Sensitive issues will be handled by reminding students of the RSE ground rules. They also provide distancing from personal experiences by asking staff and students do not refer to their own experiences in first person.

Pupils will also be able to raise questions via Microsoft Teams or school email.

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 Head of PSHE wherever required.

6. 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.

7. 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 PSHE staff, via our annual PSHE communication. This ensures that parents are fully aware of what is being taught, and specifically when Relationships and Sex education will be taught.

Governors will be informed of the RSE policy and curriculum through invitation and attendance by the Head of PSHE 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 different needs of pupils. Annual working groups with different year groups will be used for this purpose, as well as student council meetings.

8. 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) up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

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

9. Monitoring Arrangements

The delivery of RSE is monitored through meetings with staff and lesson observations. Pupil voice will be influential in adapting and amending planned learning activities, and therefore is also considered in monitoring the delivery of RSE.

Pupils will have opportunities to review and reflect on their learning during lessons, through ungraded, in-class discussions and planned assessments at the end of each unit of work (Senior School). These will take place once every half term, on average.

10. Roles and responsibilities

The Senior School RSE programme will be led by the Head of PSHE and 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.

PSHE Staff

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.

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 Head of PSHE (Senior School) or PSHE Co-ordinator (Prep School).

The Head of PSHE (Senior School) and PSHE Co-ordinator (Prep) are 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**

The Deputy Head, Academic (Senior School) and Deputy Head, Prep (Prep School) are responsible for:

- **Policy and curriculum based oversight of PSHE and RSE**

The Headmaster (Senior School) and Head of Prep (Prep School)

The Headmaster and Head of Prep are 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 9). The Headmaster is also responsible for ensuring that any young person who was previously withdrawn from sex education but wishes to receive it during the 3 terms before they turn 16 is provided with sex education.

The Governing Body

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

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

**Reviewed and updated by:
Adam Hall (Head of PSHE), February 2021
Sarah Cobb, August 2021**

Appendix A - Pocklington Prep School RSE Content

Relationships (including Sex Education) – *Definition and 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.

Pupils are taught how to take turns, how to treat each other with kindness and consideration, the importance of honesty and truthfulness, permission seeking, consent and the concept of personal privacy. Relationships education covers the importance of personal space and boundaries, showing respect towards others and understanding the differences between appropriate and inappropriate (or unsafe) physical contact.

Pupils are taught about what a relationship is, what friendship is, what family means and who the people are who can support them. It is recognised that families of many forms provide a nurturing environment, including single parent families, Lesbian, Gay, Bisexual and Transgender (LGBT) relationships, families headed by grandparents, adoptive parents and foster parents/carers.

Therefore, the features of healthy relationships are explored through a range of contexts, enabling pupils to form a strong, early understanding of relationships that are likely to lead to happiness and security, as well as the ability to recognise less positive relationships.

Through the Relationships strand of the school’s PSHE curriculum, pupils learn from an early age that there are many different types of family and that the term ‘relationship’ may refer to two people of the same or different gender, ethnicity, race, religion/belief or ability. Promotion of – or discrimination towards – any type of relationship shall not occur.

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

Relationship Syllabus		
Pre-Prep (Years 1 & 2)	Years 3 & 4	Years 5 & 6
Communication: Feelings Responses Opinions Cooperation	Communication: Clear messages How to listen Responding to others Expressing opinions	Communication: Confidentiality Listening Responding
Bullying: Definition Unkindness Behaviour	Collaboration: Working Together Shared Goals	Collaboration: Teamwork Shared Goals Community Spirit
Fairness: Fair and Unfair Comparisons Behaviour Right and Wrong	Bullying: Reactions Self-Worth Persistence and Resilience Negative Persistence	Similarities and Differences: Race and Ethnicity Gender Stereotypes Culture

Teasing Kindness		
Family and Friends: Friendship Family	Similarities and Differences: Connections Family Links Religious Views Friendship	Healthy Relationships: Physical Contact Support and Care

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. As part of this annual 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.

Parents/carers have the right to request that their child be withdrawn from some – or all – of Sex Education. Before a request is granted, however, parents/carers should meet with the Headteacher to share their concerns. The benefits of receiving this important education – and any detrimental effects that withdrawal might have on the child – will also be discussed. If concerns remain, parents/carers have an automatic right to withdraw their child from Sex Education lessons. It must be noted, however, that the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction are covered within the Science curriculum and/or Relationships Education, which there is no right to withdraw from.

Appendix B – Pocklington School RSE Topics

First year	Building relationships Self-worth, romance and friendships (including online), consent and relationship boundaries
Second year	Identity and relationships -gender identity, sexual orientation, consent, 'sexting', and an introduction to sex and contraception
Third year	Intimate relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography
Fourth year	Healthy relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography
Fifth year	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships