



Pocklington Prep School

Personal, Social, Health Education (PSHE)

Policy

Values & Aims	2
Legislation and Guidance.....	2
Pocklington Prep School PSHE Curriculum	2
Life Skills.....	3
Health and Wellbeing – <i>Definition and Content</i>	3
Relationships (including Sex Education) – <i>Definition and Content</i>	3
‘Big Talk Education’: ‘Growing Up Safe’	4
Living in the Wider World – <i>Definition and Content</i>	5
Think Equal.....	6
Questions Raised by Pupils	6
Timetabling.....	7
Working with Parents/Carers and the Wider Community.....	7
Links with Other Policies	8
Roles and Responsibilities.....	8
PSHE Staff.....	8
Staff	8
The PSHE Co-ordinator is responsible for:.....	8
The Deputy Head is responsible for:	8
The Governing Body	8
Appendix 1: Relationships Syllabus.....	10

Values & Aims

Personal, Social, Health and Economic (PSHE) Education is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for the opportunities, responsibilities and experiences of adult life. PSHE has an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

In order for children to embrace the challenges of creating happy and successful adult lives, they need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. High quality, evidence-based and age-appropriate teaching of PSHE helps pupils develop resilience, and to know how and when to ask for help.

Pocklington Prep School aims to provide a caring, secure and enriching experience; each child is encouraged to develop strong personal, academic, physical and creative skills for lifelong learning.

Our Foundation values of Courage, Truth and Trust underpin all aspects of PSHE within the Prep School.

Legislation and Guidance

This PSHE Policy has been written to ensure Pocklington Prep School meets the requirements of the National Curriculum 2014 for Science and the non-statutory framework for Personal, Social, Health and Economic (PSHE) Education and Citizenship for Key Stages 1 and 2. It also fulfils the requirements of the EYFS Framework (September 2021).

PSHE education makes a crucial contribution to schools' duties. The Education Act 2002 requires all schools to teach a curriculum that is *'broadly based, balanced and meets the needs of pupils'*. Schools must *'promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life'* while having a duty to keep pupils safe.

This PSHE Policy also takes into account the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (June 2019)', 'Teaching Online Safety in School (June 2019)' and 'Parental Engagement on Relationships Education (October 2019)'. From September 2020, Relationships Education and Health Education are compulsory in all schools providing primary education. At Pocklington Prep School, both Relationships Education and Health Education are taught through a comprehensive programme of study for PSHE which fulfils all aspects of these curricula. **The School's policy on Relationships and Sex Education is contained within this PSHE Policy.**

Pocklington Prep School PSHE Curriculum

The School's programme of study for PSHE aims to prepare children for life in modern Britain in the context of three core strands.

The Prep School PSHE curriculum aims to prepare children for life in modern Britain through four core strands:

Health and Wellbeing

Relationships (including Sex Education)

Living in the Wider World

Life Skills

The PSHE curriculum complements the Pocklington Values along with the Pre-Prep 'Golden Rules' and the Prep 'Respect Code', which comprise the character development frameworks, that encourage children to acquire the key skills and attitudes needed to self-regulate and succeed as independent learners, as well as to make a positive contribution both locally and globally.

Health and Wellbeing – Definition and Content

The Health and Wellbeing strand of the PSHE curriculum focuses on the characteristics of good physical health and mental wellbeing.

Pupils are taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, giving them the language and knowledge to understand the normal range of emotions that everyone experiences. Pupils are encouraged to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Protection and support for their own – and others' – health and wellbeing (including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems, and basic first aid) are also included in this strand of the School's PSHE programme.

Emphasis is given to the positive, two-way relationship between good physical health and good mental health, and the benefits to mental wellbeing of physical exercise and time spent outdoors. Pupils are taught the benefits of hobbies, interests and participation in their own communities, as well as the benefits of rationing time spent online and the risks of excessive use of electronic devices. Pupils are also taught why social media, computer games and online gaming have age restrictions, and how to manage common difficulties encountered online.

In addition to the curriculum for Science, Computing and Physical Education (PE), the Health and Wellbeing strand of the PSHE curriculum ensures that pupils receive their entitlement to compulsory Health Education.

There is no right to withdraw from Health Education lessons.

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 (see Appendix 1), 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.

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.

Living in the Wider World – Definition and Content

The Living in the Wider World strand of Pocklington Prep School’s PSHE curriculum focuses on developing the skills and understanding needed to function successfully in modern society, including the fundamental values of British citizenship:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance

Pupils are taught about rules and responsibilities, actions and consequences and law and order. They learn that they have a role to play in ensuring their rights – and the rights of others – are valued and protected. Children are encouraged to appreciate and celebrate diversity and difference, as well as providing them with the skills needed to recognise and repudiate

discrimination and extremism. Pupils are also taught about different forms of government and how individuals and organisations can work together to benefit local and global communities and the environment. Money and finance, economic awareness and enterprise are also included in this strand of the School's PSHE programme.

Think Equal

At Pocklington Prep School, we are committed to eliminating discrimination, disrespect and violence and to bringing about empathy, care and compassion. As a result, all children in the Pre-Prep, from Pre-School to Year 2, participate in the 'Think Equal' programme. This is a revolutionary programme providing social and emotional learning, which has been designed by leaders in the field of education and psychology to teach that all humans are equal and equally to be valued.

Through its delivery as a structured programme of 3 lessons per week, at 3 different levels, the Think Equal programme aims to eliminate discrimination and inequality, address mental health challenges, and nurture wellbeing, empathy and healthy relationships in our children.

Questions Raised by Pupils

Effective PSHE needs to be taught in an atmosphere of responsibility and respect, where sensitive issues can be discussed without embarrassment or threat. Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject.

Questions raised by children will be answered honestly and with a degree of detail appropriate to the child's age and stage of development. While it is essential that lessons are sensitive to a range of views, staff will ensure that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals. This will include clear, impartial scientific information as well as covering the law, particularly in relation to legislation concerning equality.

Staff will use their professional skills and discretion before answering questions and, if necessary, they will deal with questions on an individual basis after the lesson. Where pupils' questions require a response that goes beyond the prescribed programme of study for the year group, they will be encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with their parents/carers.

Staff at Pocklington Prep School are aware that effective PSHE brings an understanding of what is not acceptable in a relationship. Any disclosures or safeguarding concerns prompted by the school's programme of study for PSHE will be reported in line with the school's Safeguarding and Child Protection Policy.

The usual standards of confidentiality between staff and pupils will be observed in PSHE lessons, except where a child's question might suggest the possibility of abuse. In these circumstances, any concern will be reported in line with the school's Safeguarding and Child Protection Policy.

Timetabling

We allocate curriculum time to PSHE education.

Our PSHE education takes place as a weekly lesson and a biweekly lesson. In addition, we run planned off-timetable days on discrete topics.

Our PSHE education provision is planned effectively to ensure that each year can build on the knowledge gained in the previous year, and so improve knowledge and understanding as pupils progress through the school.

Working with Parents/Carers and the Wider Community

Pocklington Prep School recognises that parents/carers are the prime educators for children on PSHE matters. As such, the school seeks to work in partnership with parents/carers, in a relationship of mutual understanding, trust and co-operation. In promoting this objective we:

- Share with parents/carers, the purpose and content of the school's programme of study for PSHE, explaining clearly what will be taught and when.
- Inform parents about the school's approach to PSHE.
- Make this PSHE Policy available via our school website.
- Answer any questions that parents/carers may have about the education of their child.
- Notify parents when Sex Education will be taught.
- Discuss concerns regarding curriculum content/delivery and acknowledge the parental right of withdrawal from Sex Education.
- Take seriously any issue that parents/carers raise about this PSHE Policy or the arrangements for PSHE in the school.

Inclusion

The Prep School's PSHE Policy will be implemented in accordance with The Equality Act 2010 and the Public Sector Equality Duty (PSED), which requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations between people who share a protected characteristic and people who do not share it.

Pocklington Prep School recognises and respects pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be 'emerging') or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community.

Pocklington Prep School will always respect how pupils choose to identify themselves, understanding that – depending on their age and maturity – their sexual orientation and gender identity may be 'emerging'. This means that Relationships Education and Sex

Education at Pocklington Prep School is sensitive to the different needs of individual pupils and may need to evolve and adapt over time as the pupil population changes.

Links with Other Policies

This document links to the following policies:

- The Safeguarding Children Policy: The Framework including the Child Protection Policy
- Behaviour Policy
- Anti-Bullying and Procedures to Counteract Cyberbullying Policy
- Equality and Diversity Policy
- ICT Acceptable Use Policy
- EYFS Policy
- Complaints Policy

Roles and Responsibilities

The PSHE programme will be led by the PSHE Coordinator. It will be taught by PSHE teachers within the context of PSHE lessons and wider events eg off timetable days.

PSHE Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way, taking account of pupils' cultural and faith backgrounds
- Ensuring their knowledge of the topics is current.
- Modelling positive attitudes to PSHE, as with any other subject
- Responding to the needs of individual pupils
- Responding appropriately to the diverse range of opinions and views expressed by children and staff

The **PSHE Co-ordinator** 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

The **Deputy Head** is responsible for:

- Policy and curriculum based oversight of PSHE and RSE

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

The **Governing Body**

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

Oversight of the Prep School PSHE policy is undertaken by the Governors' Pastoral and Safeguarding Children Oversight Committee and a review 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:

Sarah Cobb (Deputy Head), May 2021

Suzy Ward (Prep Head), August 2022

Sarah Cobb (Deputy Head), August 2022

Appendix 1: Relationships Syllabus

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 Teasing Kindness	Bullying: Reactions Self-Worth Persistence and Resilience Negative Persistence	Similarities and Differences: Race and Ethnicity Gender Stereotypes Culture
Family and Friends: Friendship Family	Similarities and Differences: Connections Family Links Religious Views Friendship	Healthy Relationships: Physical Contact Support and Care