



# Pocklington School

## Personal, Social, Health Education (PSHE) Policy

<b>Policy Contact</b>	A Hall, Head of PSHE		
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## Content

Introduction .....	3
Aims and objectives .....	3
Procedure.....	3
Creating a safe and supportive learning environment.....	3
Entitlement and equality of opportunity.....	4
Intended outcomes/ Provision .....	4
Learning and teaching/ Curriculum .....	4
Principles and Methodology.....	4
Planning .....	4
Timetabling.....	5
Assessment.....	5
Teaching responsibility and staff training .....	5
Confidentiality and handling disclosures.....	5
Responding to pupils' questions.....	5
Links to other school policies and areas of the curriculum .....	6
Involving parents and carers.....	6
Roles and responsibilities .....	6
PSHE Staff .....	6
The Head of PSHE .....	6
The Deputy Head (Academic).....	6
The Head of School.....	7
The Governing Body .....	7
Appendix A – Current Schemes of Work.....	8
Appendix B - PSHE Guidelines for the Classroom .....	15
Appendix C – Statutory Guidance.....	16



## **Introduction**

At Pocklington School, we see Personal, Social, Health and Economic (PSHE) education as essential to students' time here.

This policy covers our school's approach to our PSHE lessons and Curriculum. It was produced by the Head of PSHE through consultation with the Deputy Head (Academic). The policy is available to parents and carers through the School website. We also hold an annual in-person or online presentation for parents to outline the policies and schemes of work in detail allowing feedback and discussion.

## **Aims and objectives**

Our overarching aims and objectives for our pupils are to enable them to discuss sensitive, controversial and challenging social and moral issues and to make sense of them in the context of pupils' own life experiences. We aim to enable students to make informed, positive choices, by way of accurate information and opportunity for discussion and understanding.

This policy informs the school's overarching aims and objectives by forming the basis of our PSHE planning and delivery.

This policy is informed by our school's values which are as follows:

Trust	The Foundation's Christian ethos guides our caring and straightforward approach. We treat each other with respect and uphold our tradition as friendly and compassionate schools
Truth	We value debate which is open, honest and informed to stimulate creativity, intellectual curiosity and initiative
Courage	We challenge ourselves and each other to change for the better

## **Procedure**

### **Creating a safe and supportive learning environment**

We will create a safe and supportive learning environment by operating under a clear set of guidelines (see appendix B), by responding appropriately to the needs and concerns of young people, and ensuring that lessons are conducted within an appropriately structured and delivered curriculum.

We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by working closely with pastoral/wellbeing staff and parents.

This policy is informed by the school's safeguarding/child protection policy.



## POCKLINGTON SCHOOL PSHE Policy

### Entitlement and equality of opportunity

We promote the needs and interests of all pupils, irrespective of gender, culture, ability, sexuality, religion or personal circumstance by encouraging an environment of open discussion in lessons. Views may be expressed and challenged by staff and students.

Teaching will take into account the age, ability, readiness, and cultural backgrounds of children to ensure that all can fully access PSHE education provision. We recognise the right for all pupils to have access to PSHE education learning which meets their needs.

We will ensure that pupils with SEND receive access to PSHE through the normal lesson programme, although annual consultation with the SENCO will ensure targeted support where needed.

The content of our lessons with regards issues related to equality or discrimination of any sort is guided by the equality act (2010).

The promotion of partisan political views is prohibited.

Appropriate steps are taken to ensure the balanced presentation of opposing views on political issues when they are brought to the attention of pupils

### Intended outcomes/ Provision

As a result of our PSHE programme of learning, pupils will, by the conclusion of their PSHE curriculum, have covered the required topics outlined by the Statutory guidance, located at Appendix C. This is due to be updated for the academic year 2026-27

### Learning and teaching/ Curriculum

#### Principles and Methodology

The programme will be taught through a range of teaching methods within a classroom environment. By its very nature, discussion forms a core part of the delivery of the subject, with students given chance to reflect in writing both in regularly lessons and in assessments every half term.

We will ensure that sessions, including those on risky behaviours, remain positive in tone by encouraging open discussion and providing support, scaffolding, and modelling of good practice. We will help pupils make connections between their learning and 'real life' behaviours by drawing examples where appropriate.

#### Planning

The full PSHE curriculum will be covered across Key Stages 3-4, in a spiralling model. Broadly speaking, each term or half term will focus on one of the core areas of PSHE (RSHE, Health and Wellbeing, and Economic Wellbeing), and these will be revisited each year in greater or more age-appropriate depth.



## POCKLINGTON SCHOOL PSHE Policy

### Timetabling

We allocate curriculum time to PSHE education.

Our PSHE education takes place as a weekly lesson for 1<sup>st</sup> and 2<sup>nd</sup> year pupils, and a biweekly lesson for 3-5 Year. In addition, some year groups will have a planned off-timetable day 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.

### Assessment

We will assess pupils' learning and progression through regular class discussions and a written assessment roughly every half term.

We will evidence pupils' learning and progression by maintaining written worksheets/workbooks that students are encouraged to regularly complete.

### Teaching responsibility and staff training

The programme will be led by the Head of PSHE. It will be taught by PSHE teachers.

Teachers responsible for teaching PSHE will receive training through in house training and training provided by the PSHE association and other organisations.

We will use external contributors where appropriate to support off timetable days or discrete talks where appropriate.

When using external speakers to deliver aspects of our PSHE programme we will ensure they are carefully chosen and abide by the school's requirements on external speakers.

### Confidentiality and handling disclosures

We will set the PSHE ground rules (see appendix B) at the start of every academic year, and revisit when required.

In accordance with safeguarding policies, students will not be promised confidentiality, but where they seek a private conversation for support or concerns, this will be facilitated as appropriate. If a pupil raises a concern, we will refer to the DSL/Pastoral staff as appropriate.

### Responding to pupils' questions

Pupils' questions will be answered honestly, to an age appropriate level, by their PSHE staff. If the question raises concerns, this will be passed to the appropriate pastoral staff or a response given by the PSHE teacher or Head of PSHE. Questions related to RSHE are covered in the RHSE policy.

We will allow pupils to raise questions by email or other requested options outside of lessons. If a safeguarding issue is raised by an anonymous question we will consult with the DSL.



## Links to other school policies and areas of the curriculum

This policy works alongside our RSHE Policy.

Learning in PSHE classes will link to/complement learning in a range of subjects, including History, RE, ICT and Biology.

## Involving parents and carers

Parents will be informed about the policy and Schemes of Work of PSHE through an annual email update. 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 policy communication. This ensures that parents are fully aware of what is being taught and have the opportunity to raise questions or concerns. Where required and requested, support and information can be provided to parents on PSHE topics. Parents are also welcome to discuss any aspect of PSHE at any time, by contacting the Head of PSHE. We also hold an annual in-person or online presentation for parents to outline the policies and schemes of work in detail.

Details on the parents right to withdraw can located in the RSHE policy – parents are informed of this right by the online publication of this policy.

## Roles and responsibilities

The PSHE programme will be led by the Head of PSHE. 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 students and staff

### The Head of PSHE

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 (Academic)

Is responsible for:

- Policy and curriculum-based oversight of PSHE and RSHE



## POCKLINGTON SCHOOL PSHE Policy

### **The Head of School**

The Head of 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 RSHE (see the separate RSHE Policy).

### **The Governing Body**

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

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



## Appendix A – Current Schemes of Work

<b>First Year</b>		
	Topic:	PSHE Lessons:
1		Introduction – Point and purpose of PSHE
2	Friendships	Managing Emotions
3		Bullying and friendships introduction
4	Safety	Personal Safety intro
5		Road Rail and Water
6		Independence and Safety
7		Assessment – Safety Rules
8-9	Physical health	Physical Wellbeing Essentials – Diet, Sleep, Exercise. Maintaining these and making good choices
10		Influences on physical health – media, peer pressure (to include caffeine alcohol, drugs and smoking)
11		Puberty – Physical Looking at the physical changes for both genders (including personal hygiene and menstrual health)
12		Puberty – Mental Emotional changes (including burgeoning attraction inc. LGB), wellbeing, media influence and body image
13		Assessment – Growing Up
14	Relationships	Healthy relationships Types of relationships (family, friends, work etc) and how to maintain healthy relationships and value difference (Romantic Relationships and LGB to be included)
15		Tension, challenge and change Looking at the problems that can arise in a family unit, the changes that can occur (divorce, separation, new baby, etc) and how to tackle these (including available sources of support)
16		Unhealthy relationships – Peer pressure
17		Online relationships Positives and negatives Inc. nude selfies
18		Assessment – Positive relationships
19	Diversity, prejudice and bullying	Key terms – Identity, rights, responsibilities, diversity, equality, prejudice, discrimination, stereotypes, bullying, manipulation, bigotry, gender
20		Unhealthy friendships and bullying
21		Assessment - How to challenge prejudice, discrimination and stereotypes, and respond to bullying (supporting others and ensuring accurate information and news sources)



**POCKLINGTON SCHOOL**  
**PSHE Policy**

<b>First Year</b>		
22	Intimate relationships	Consent Knowing what consent is, appropriate times and places to be touched
23		Intimacy in the media Looking at how relationships are portrayed in the media and films,
24		Romantic relationships – qualities, rules, expectations (inc communicating consent) and looking at the consequences of different levels of intimacy. LGBT to be included.
25		Early Sex
26		Assessment - Romantic Relationships – What would I want mine to be like?
27		Summary and Focus lessons - Final assessment – Dear Future Me
		Tutor Sessions:
1	Challenges of moving to a new school/establishing friendships	
2	Study Skills	
3	Personal Strengths and areas for development	
<b>Off-timetable Day Topics – Business/Economics Dep.</b>		
1	Enterprise	
2	Careers	
3	Financial Choices	
4	Saving, spending and budgeting	
5	Risk taking behaviour	

<b>Second Year</b>		
	PSHE Lessons:	
1		Intro lesson
2	Personal risk and influences	How do I assess risk? (energy drinks case study)
3		Parties and safety – An intro to the risks (drugs, alcohol, smoking, supervision, sexual activity, etc)
4		Alcohol
5		Cigarettes
6		Medicinal and recreational drugs
7		Knives
8		Assessment – How do I manage, and help others manage substance related and other negative influence? (my own personal rules – What should I do for ME, what should do for my friends, what can I do for the wider community)
9		Prejudice and discrimination
10	Discrimination – Key terms (Including protected characteristics) and free speech	



**POCKLINGTON SCHOOL**  
**PSHE Policy**

Second Year			
11		Discrimination – disability	
12		Discrimination – Gender and sexuality (inc. an explanation of gender identity, dysphoria and sexual orientation)	
13		Discrimination – Race and Religion	
14		Assessment – What causes Discrimination and how can we prevent it?	
15	Mental health and emotional wellbeing	Sources of poor mental health, Myths and stigma of mental health	
16		Social media and self-esteem, (inc body image)	
17		Coping strategies – Negative	
18		Coping Strategies - Positive	
19		Assessment – Steps to daily, weekly, monthly wellbeing	
20	Intimate relationships	the qualities of positive, healthy relationships, and how to demonstrate positive behaviours in healthy relationships	
21		Sex and masturbation facts and myths (to include LGBT)	
22		the law in relation to consent, the legal and moral duty of the seeker of consent, and the effective communication of consent. Introduction to concepts of sexual assault and abuse	
23		Abuse and reporting concerns – somethings not right	
24		Contraception and STIs	
25		Sexting – managing requests	
26-27		Forming intimate relationships (when and how to do so and advance the relationship – inc readiness for sexual activity (and reference to knowledge of own sexuality as part of this)	
28		Assessment – Making independent decisions in relationships	
29			Year Summary
		Tutor Sessions:	
1		Types of work and work place, goal setting and aspirations	
2		Equality in the work place – Gender pay gap explained, stereotypes and discrimination in the workplace	
3		Future Goal setting	
ICT lessons			
	About online communication • how to use social networking sites safely • how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation • how to respond and seek support in cases of online grooming • how to recognise biased or misleading information online • how to critically assess different media sources • how to distinguish between content which is publicly and privately shared • about age restrictions when accessing different forms of media and how to make responsible decisions • how to protect financial security online • how to assess and manage risks in relation to gambling and chance-based transactions		



**POCKLINGTON SCHOOL**  
**PSHE Policy**

Third Year		
PSHE Lessons:		
1	Friendships and influence	How friends can influence us – good and bad, positive and negative relationships and “Group Think” Passive, Aggressive, and Assertive behaviour types and examples
2		How do I manage risky influences? (inc online)
3	Substances and risks	Drugs and Alcohol – Health risks and the Law, The dangers of the social scene
4		County Lines and Drug use (Inc Gangs) Assessment – My Personal Rules
5	Family relationships	Types of family – singles parents, blended, LGBT, how adoption and fostering works, Difficult changes– Separation, divorce, bereavement, coming out
6		Positive relationships at home and Conflict Resolution – What should we all do? Assessment – How can I make my own future family a happy one
7	Personal health	Physical and Mental health – Getting the balance right. Looking after yourself – Managing a healthy diet and body image
8		Independent health choices and My own responsibility for Physical health – what do I control? ( to include diet, exercise, health care and access to advice/support, personal checks (testicles, breasts), intimate personal hygiene, what to avoid) –  Assessment - My personal health checklist – Daily/Weekly/Monthly/Yearly lists of what I should be doing.
9	RSHE in detail	Sexual activity – Delay, choice, readiness, and intimacy without sex (LGBT included)
10		STIs, Contraception and how to discuss safe sex,
11		pregnancy, unplanned pregnancy, sexual health clinics
12		Consent in practice – scenarios, myths, misconceptions and best practice. Continuous right to withdraw consent, and capacity to consent. Rape and sexual assault to be covered here.  Assessment – Relationship Contract
13	Online relationships and the online world	Sex and relationships in the media – Watch TV/Films. Look at what qualities the relationships have and how sex/consent etc is portrayed.
14		Pornography and sexual expectations.
15		Nude selfies – what to do when...case studies and scenarios.  Assessment – Myths and reality



## Third Year

### Tutor Sessions:

How to give and act upon constructive feedback • how to manage their 'personal brand' online • habits and strategies to support progress • how to identify and access support for concerns relating to life online

### Assembly Topics - Careers

About transferable skills, abilities and interests • how to demonstrate strengths • about different types of employment and career pathways • how to manage feelings relating to future employment • how to work towards aspirations and set meaningful, realistic goals for the future • about GCSE and post-16 options • skills for decision making about young people's employment rights and responsibilities • skills for enterprise and employability

## Fourth Year

### PSHE Lessons:

<b>1</b>	Personal wellbeing	Mental Health, puberty, reframing negative ideas, emotional ill-health
<b>2</b>		Mental health – Media, stigma, stereotypes and misinformation, how to access support
<b>3</b>		Keeping yourself and others safe around substance use,
<b>4</b>		Exit strategies and seeking support Assessment – looking after yourself and others
<b>5</b>	Interpersonal relationships	Relationship values, myths, assumptions, misconceptions, and social norms.
<b>6</b>		Maintaining healthy relationships online
<b>7</b>		Sexism and other discrimination Assessment – The key rules
<b>8</b>	Financial Literacy	Personal Finances – banks, budgeting, savings options,
<b>9</b>		Finances 2.0 – taxes, loans, debt, interest and mortgages
<b>10</b>		Gambling (how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling, strategies for managing influences related to gambling, including online) Assessment – Financial Planning (Personal budget – the whole package)
<b>11</b>	RSHE	Consent - ethical and legal implications, including manipulation, coercion, and capacity to consent, rape and sexual assault
<b>12</b>		Sexual relationships, attitudes, expectations and behaviours (inc pleasure, sexual health, LGBT, asexuality, abstinence and celibacy)
<b>13</b>		Impact of the media and pornography on Sexual relationships, attitudes, expectations and behaviours



**POCKLINGTON SCHOOL**  
**PSHE Policy**

Fourth Year		
14		how to recognise and respond to pressure, coercion and exploitation, types of abuse including reporting and accessing appropriate support
15		how to recognise and challenge victim blaming Assessment – Healthy sexual relationships
Tutor Sessions:		
about communities, inclusion, respect and belonging • about the Equality Act, diversity and values • about how social media may distort, mis-represent or target information in order to influence beliefs and opinions • how to manage conflicting views and misleading information • how to safely challenge discrimination, including online • how to recognise and respond to extremism and radicalisation		

Fifth Year		
PSHE Lessons:		
1	Personal	Managing personal risk in independent contexts
2	Health	Stress and stress management, how to manage work/life balance
3		Personal Medical intervention – vaccinations, immunisations, registering with and accessing doctors, sexual health clinics, opticians and other health services, how to manage influences and risks relating to cosmetic and aesthetic body alterations, about blood, organ and stem cell donation
4		Personal Care – Self-examination, intimate hygiene, mental health, - Assessment – Self Care
5	Personal life	Self Identity, gender identity, LGBT and self-expression
6		Big changes in life – how to handle them (grief, loss, moving out and moving on, new relationships, ending relationships) Assessment – A good life (TBC)
7	Relationships	Communication – Assertiveness, rebuffing unwanted attention
8		harassment and stalking
9		Relationships review – unhealthy, exploitative, abusive, (inc accessing support) somethings not right ks5
10		Consent in practice and positive communication within sexual relationships
11		Healthy sexual relationships
12		Assessment – Relationships – the whole package
13		What’s left to talk about?
Tutor Sessions:		
How to balance ambition and unrealistic expectations, how to develop self-efficacy, including motivation, perseverance and resilience, , how to balance time online. how to use feedback constructively when planning for the future •		



## Fifth Year

how to set and achieve SMART targets • effective revision techniques and strategies • about options post-16 and career pathways • about application processes, including writing CVs, personal statements and interview technique • how to maximise employability, including managing online presence and taking opportunities to broaden experience (inc. about positive and safe ways to create content online and the opportunities this offers) • about rights, responsibilities and challenges in relation to working part time whilst studying •

Off timetable Day Topics – PSHE Dep.

Family matters – pregnancy, fertility, birth, miscarriage, abortion,

Parenting – Assessing readiness and positive parenting skills, Types of families and parenting roles, adoption and fostering  
childcare introduction (inc breastfeeding)



## Appendix B - PSHE Guidelines for the Classroom

**Openness:** We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss examples but will not use names or descriptions which could identify anyone.

**Keep the conversation in the room:** We feel safe discussing issues and we know that our teacher will not repeat what is said in the classroom unless they are concerned, we are at risk, in which case they will follow the school's safeguarding policy.

**Non-judgmental approach:** It is okay for us to disagree with another person's point of view, but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'.

**Right to pass:** Taking part is important. However, we have the right to pass on answering a question or participating in an activity and we will not put anyone 'on the spot'.

**Make no assumptions:** We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings. We will listen to the other person's point of view respectfully and expect to be listened to ourselves.

**Using appropriate language:** We will use correct terms rather than slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask.

**Asking questions:** We are encouraged to ask questions and they are valued by our teacher. However, we do not ask personal questions or anything intended to deliberately try to embarrass someone.

**Seeking help and advice:** If we need further help or advice, we know how and where to seek it—both in school and in the community. We will encourage friends to seek help if we think they need it.



## Appendix C – Statutory Guidance

HEALTH EDUCATION	
<b>Mental wellbeing</b>	<ul style="list-style-type: none"><li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li><li>• that happiness is linked to being connected to others.</li><li>• how to recognise the early signs of mental wellbeing concerns.</li><li>• common types of mental ill health (e.g. anxiety and depression).</li><li>• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li><li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li></ul>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"><li>• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</li><li>• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours</li></ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"><li>• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li><li>• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.</li><li>• about the science relating to blood, organ and stem cell donation.</li></ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"><li>• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li></ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"><li>• the facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.</li><li>• the law relating to the supply and possession of illegal substances.</li><li>• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li><li>• the physical and psychological consequences of addiction, including alcohol dependency.</li><li>• awareness of the dangers of drugs which are prescribed but still present serious health risks.</li><li>• the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li></ul>



## POCKLINGTON SCHOOL PSHE Policy

HEALTH EDUCATION	
Health and prevention	<ul style="list-style-type: none"><li>• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li><li>• about dental health and the benefits of good oral hygiene and flossing, including healthy eating and regular check-ups at the dentist.</li><li>• (late secondary) the benefits of regular self-examination and screening.</li><li>• the facts and science relating to immunisation and vaccination.</li><li>• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li></ul>
Basic first aid	<ul style="list-style-type: none"><li>• basic treatment for common injuries.</li><li>• life-saving skills, including how to administer CPR.</li><li>• the purpose of defibrillators and when one might be needed.</li></ul>
Changing adolescent body	<ul style="list-style-type: none"><li>• key facts about puberty and the changing adolescent body and menstrual wellbeing.</li><li>• the main changes which take place in males and females, and the implications for emotional and physical health.</li></ul>

RSHE	
Families	<ul style="list-style-type: none"><li>• that there are different types of committed, stable relationships.</li><li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li><li>• what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li><li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li><li>• the characteristics and legal status of other types of long-term relationships.</li><li>• the roles and responsibilities of parents with respect to the raising of children, including characteristics of successful parenting.</li><li>• how to: determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li></ul>
Respectful relationships including friendships	<ul style="list-style-type: none"><li>• the characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li><li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li><li>• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li></ul>



## POCKLINGTON SCHOOL PSHE Policy

RSHE	
	<ul style="list-style-type: none"><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 tolerance and respect to others and others' beliefs, including people in positions of authority and due tolerance of other peoples' beliefs.</li><li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li><li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li><li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li><li>• the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li></ul>
<b>Online and media</b>	<ul style="list-style-type: none"><li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts including online.</li><li>• about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li><li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li><li>• what to do and where to get support to report material or manage issues online.</li><li>• the impact of viewing harmful content.</li><li>• that specifically sexually explicit material e.g. pornography often presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li><li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li><li>• how information and data is generated, collected, shared and used online.</li></ul>
<b>Being safe</b>	<ul style="list-style-type: none"><li>• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour based violence and FGM, and how these can affect current and future relationships.</li><li>• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts including online).</li></ul>
<b>Intimate and sexual relationships including sexual health</b>	<ul style="list-style-type: none"><li>• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li><li>• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li><li>• the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</li></ul>



## POCKLINGTON SCHOOL PSHE Policy

### RSHE

- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- that they have a choice to delay sex or to enjoy intimacy without sex.
- the facts about the full range of contraceptive choices, efficacy and options available.
- the facts around pregnancy including miscarriage.
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- how the use of alcohol and drugs can lead to risky sexual behaviour.
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.