Pocklington Prep School

Relationships and Sex Education (RSE) Policy

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At Pocklington Prep School, we believe that Relationships and Sex Education (RSE) is an important part of every child's education and personal development. Through a carefully planned and age-appropriate curriculum, we aim to equip pupils with the knowledge, understanding and skills they need to develop positive relationships, safeguard their wellbeing, respect themselves and others, and navigate an increasingly complex world safely and confidently.

We believe that effective RSE is delivered through a partnership between school and home and is most successful when embedded within a whole-school approach to wellbeing, safeguarding and personal development.

Aims

The aims of Relationships and Sex Education at Pocklington Prep School are to enable children to:

- Set and respect personal boundaries.
- Recognise healthy and unhealthy relationships.
- Develop self-respect, confidence and empathy.
- Seek support when something feels wrong, unsafe or worrying.
- Understand how to stay safe both online and offline.
- Develop resilience and emotional literacy.
- Prepare for the physical and emotional changes associated with puberty.
- Use accurate vocabulary to describe themselves and their bodies.
- Respect diversity and difference.
- Develop the knowledge and skills needed to make informed and responsible decisions now and in later life.

Our aims are designed to safeguard children through age-appropriate knowledge and skills. By providing children with the tools to recognise risk, seek support and develop healthy relationships, we support them in navigating a world where social norms, online behaviours and societal pressures are continually evolving.

Definitions

Relationships Education

Relationships Education is the statutory curriculum taught to all primary-aged pupils. It focuses on:

- Families and people who care for us.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Being safe.

Sex Education

At Pocklington Prep School, sex education refers to learning that goes beyond the statutory National Curriculum for Science.

This includes learning about:

- Conception.
- Pregnancy.
- Birth.

Parents have the right to request withdrawal from these non-statutory elements of sex education.

Statutory Requirements

This policy has been developed in accordance with:

- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Children and Social Work Act 2017 (Sections 34 and 35).
- Education Act 1996.
- Education Act 2002.
- Education and Inspections Act 2006.
- Learning and Skills Act 2000.
- Equality Act 2010.
- Keeping Children Safe in Education (KCSIE).
- Working Together to Safeguard Children.
- Independent School Standards and ISI Regulatory Requirements.

Relationships Education is compulsory for all pupils in primary education.

Sex education beyond the National Curriculum Science Programme of Study is not compulsory at primary level.

This policy sits alongside and complements the school's:

- Safeguarding and Child Protection Policy.
- PSHE Policy.
- Behaviour Policy.
- Online Safety Policy.
- SEND Policy.

Early Years Foundation Stage (EYFS)

In the Early Years Foundation Stage, the foundations of Relationships Education are established through the Personal, Social and Emotional Development (PSED) curriculum and daily interactions.

Children learn:

- How to form positive relationships.
- How to share, cooperate and take turns.
- How to recognise and manage emotions.
- How to respect others.
- About personal safety.
- The importance of trusted adults.
- Strategies for seeking help when needed.

Learning takes place through stories, role play, conversations, modelling and child-led experiences appropriate to the age and stage of development of each child.

Curriculum

The focus of Relationships Education is to provide the building blocks for understanding positive relationships and maintaining physical and emotional wellbeing.

Our RSE programme forms part of our wider PSHE provision and is taught through a spiral curriculum, allowing pupils to revisit important concepts in increasing depth as they mature.

The programme includes:

Family and Relationships

Children learn about:

- Different family structures.
- Caring and respectful relationships.
- Friendships.
- Managing conflict.
- Bullying and discrimination.
- Respect and kindness.

Health and Wellbeing

Children learn about:

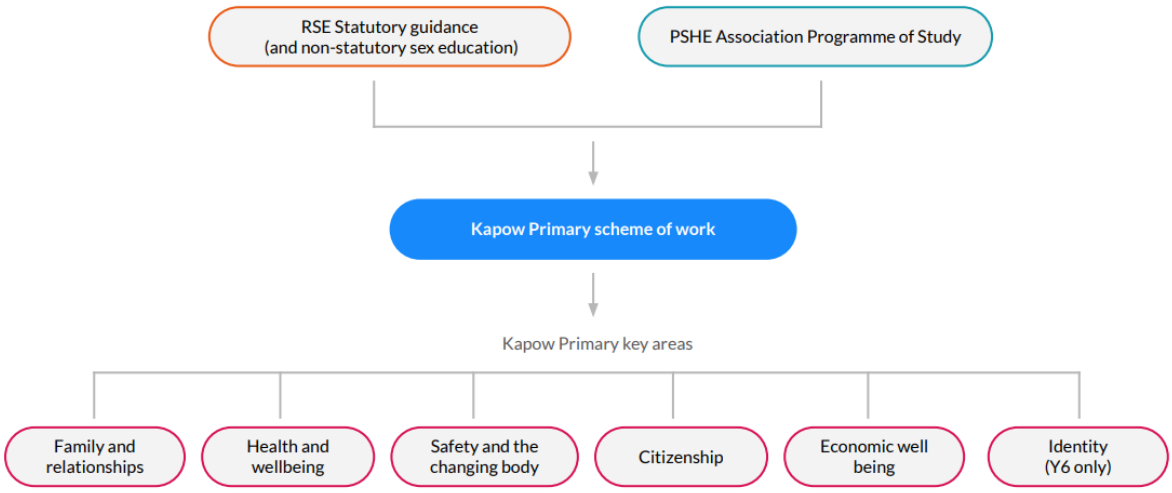
- Emotional wellbeing.
- Mental health.
- Physical health.
- Healthy lifestyles.
- Resilience.
- Self-worth and confidence.

Safety and the Changing Body

Children learn about:

- Personal safety.
- Online safety.
- Privacy and boundaries.
- Trusted adults.
- Puberty.
- Human development.

How is Kapow Primary's RSE & PSHE scheme of work organised?



Further detail can be found in Appendix A.

Inclusion and SEND

Pocklington Prep School is committed to ensuring that RSE is inclusive and accessible to all pupils.

Teaching and resources will be adapted as necessary to meet the needs of pupils with Special Educational Needs and Disabilities (SEND).

We recognise that some pupils may be more vulnerable to exploitation, bullying or abuse. RSE plays a crucial role in helping all pupils:

- Understand appropriate boundaries.
- Develop healthy relationships.
- Recognise unsafe situations.
- Seek support from trusted adults.

Curriculum planning is undertaken in consultation with the Deputy Head (Pupil Progress) and reviewed regularly to ensure accessibility and inclusivity.

Equality, Diversity and Inclusion

The school welcomes and values diversity within its community.

Teaching will:

- Reflect the diversity of modern British society.
- Respect different family structures and backgrounds.
- Promote equality and inclusion.
- Challenge prejudice and discrimination.
- Be delivered in accordance with the Equality Act 2010.

All teaching will be age-appropriate and sensitive to the needs, beliefs and experiences of pupils and families.

Delivery of RSE

The school uses the Kapow Primary Scheme to support delivery of its curriculum.

Lessons are delivered through:

- Weekly PSHE lessons.
- Cross-curricular opportunities.
- Assemblies.
- Visiting specialists where appropriate.
- Wider pastoral provision.

All staff delivering RSE are supported through curriculum guidance, planning materials and professional development opportunities.

Relationships Education Content

The Relationships strand of the curriculum focuses on:

- Families and people who care for us.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Personal safety.
-

Children are taught that positive relationships are built upon:

- Trust.
- Respect.
- Consent and boundaries.
- Kindness.
- Effective communication.

Learning about relationships applies equally to both offline and online contexts.

Sex Education Content

Sex education is delivered within the "Safety and the Changing Body" units.

Year 2

- Names of body parts, including private parts.

Year 4

- Physical changes associated with growing up.

Year 5

- Puberty.
- Menstruation.
- Internal and external reproductive organs.
- Understanding that people develop at different rates.

Year 6

- Physical and emotional changes during puberty.
- Conception.
- Pregnancy and birth.

Some sensitive discussions relating to puberty may occasionally take place in smaller groups where appropriate, but lessons are not routinely separated by gender.

Safe and Effective Practice

We are committed to creating a safe learning environment.
Ground rules for discussion are established and revisited regularly to ensure pupils feel safe, valued and respected.

Staff will:

- Use age-appropriate language.
- Teach factual and accurate information.
- Encourage respect for differing views.
- Establish clear expectations for discussions.

Managing Questions

Pupils are encouraged to ask questions.

Teachers will:

- Answer questions honestly and factually.
- Respond in an age-appropriate manner.
- Consider whether a question is suitable for whole-class discussion.
- Encourage pupils to discuss some matters further with parents or carers where appropriate.

Staff will not provide personal opinions and will ensure responses are consistent with the aims and content of the curriculum.

Confidentiality

Teachers cannot offer unconditional confidentiality.

Pupils will be reminded that:

- Questions and concerns are welcomed.
- Information shared in class should be treated respectfully.
- If a pupil is believed to be at risk of harm, the school's safeguarding procedures will be followed.
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Any safeguarding concern arising from RSE lessons will be managed in accordance with the school's Safeguarding and Child Protection Policy.

Safeguarding

Effective RSE plays a significant role in safeguarding children.

RSE helps pupils understand:

- Appropriate and inappropriate behaviour.
- Healthy and unhealthy relationships.
- Personal boundaries.
- Consent and respect.
- How and when to seek help.
-

Teachers understand that RSE can lead to safeguarding disclosures.

Any concerns will be reported immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL and managed in accordance with safeguarding procedures.

Parents' Rights

Right to Withdraw

Parents may request that their child be withdrawn from non-statutory sex education taught as part of the school's RSE programme.

Requests should:

- Be submitted in writing to the Head of Prep.
- Be discussed with the Head of Prep before a decision is finalised.
- Be recorded on the pupil's educational record.

Alternative work will be provided where a pupil is withdrawn.

Parents cannot withdraw their child from:

- Relationships Education.
- Any content taught as part of the National Curriculum for Science.

Right to View Resources

Parents may request to view teaching materials used within the RSE curriculum.
The school will continue to share information regarding puberty and sex education content prior to delivery.

Engaging Stakeholders

The school recognises the importance of partnerships with parents, pupils, staff and governors.

To support this:

- Parents will receive annual curriculum information.
- Curriculum updates will be shared through newsletters and the school website.
- Parents may request meetings to discuss content and resources.
- Pupil voice will be used to evaluate and improve provision.
- Staff will contribute to curriculum review.
- Governors will receive updates regarding curriculum implementation and policy review.

Roles and Responsibilities

Governing Body

The Governing Body will:

- Approve the RSE Policy.
- Monitor implementation.
- Hold school leaders accountable.

Head of Prep

The Head of Prep is responsible for:

- Strategic oversight of RSE.
- Curriculum implementation.
- Responding to parental withdrawal requests.
- Ensuring compliance with statutory guidance.

PSHE Co-ordinator

The PSHE Co-ordinator is responsible for:

- Curriculum development.
- Resource management.
- Staff support and training.
- Monitoring teaching and learning.
- Leading policy review.

Teachers

Teachers are responsible for:

- Delivering lessons sensitively and professionally.
- Meeting the needs of individual pupils.
- Respecting cultural and faith backgrounds.
- Promoting inclusive practice.
- Identifying and reporting safeguarding concerns.

Monitoring, Evaluation and Review

The effectiveness of the RSE programme will be monitored through:

- Lesson observations.
- Learning walks.
- Staff feedback.

- Pupil voice activities.
- Parent feedback.
- Curriculum reviews.
- Safeguarding trend analysis.
- Review of teaching resources.

The policy will be reviewed annually by the Head of Prep and overseen by the Governors' Safeguarding Committee to ensure continued compliance with legislation, statutory guidance and best practice.

Appendix A - Pocklington Prep School RSE Content

Progression of skills and knowledge

Families and relationships

Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	**Knowledge**	**Skills**	**Knowledge**	**Skills**	**Knowledge**
Family	Learning how to talk about our families and discussing why we love them. Talking about people that hold a special place in my life.	To name and describe the different members of our families. To understand that all families are valuable and special.	Exploring how families are different to each other.	To understand that families look after us. To know some words to describe how people are related (eg. aunty, cousin). To know that some information about me and my family is personal.	Understanding ways to show respect for different families. Understanding that families offer love, care and support.	To know that families can be made up of different people. To know that families may be different to my family.
Friendships	Developing strategies to help when sharing with others. Exploring what makes a good friend.	To know that we share toys so that everyone feels involved and no one feels left out or upset.	Exploring how friendship problems can be overcome. Exploring friendly behaviours.	To understand some characteristics of a positive friendship. To understand that friendships can have problems but that these can be overcome.	Understanding difficulties in friendships and discussing action that can be taken.	To know some problems which might happen in friendships. To understand that some problems in friendships might be more serious and need addressing.
Respectful relationships	Thinking about what it means to be a valued person. Exploring the differences between us that make each person unique. Considering the perspectives and feelings of others. Learning to work as a member of a team. Developing listening skills.	To understand that different people like different things. To understand that all people are valuable. To know that it is important to help, listen and support others when working as a team. To know that it is important to tell the truth.	Recognising how other people show their feelings. Identifying ways we can care for others when they are sad. Exploring the ability to successfully work with different people.	To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.	Learning how other people show their feelings and how to respond to them. Exploring the conventions of manners in different situations.	To understand some ways people show their feelings. To understand what good manners are. To understand some stereotypes related to jobs.
Change and loss	N/A	N/A	N/A	N/A	Exploring how loss and change can affect us.	To know that there are ways we can remember people or events.

Progression of skills and knowledge

Families and relationships

Sub-strand	Year 3		Year 4	
	Skills	**Knowledge**	**Skills**	**Knowledge**
Family	Learning that problems can occur in families and that there is help available if needed.	To know that I can talk to trusted adults or services such as Childline if I experience family problems.	Using respectful language to discuss different families.	To know that families are varied in the UK and across the world.
Friendships	Exploring ways to resolve friendship problems. Developing an understanding of the impact of bullying and what to do if bullying occurs.	To know that bullying can be physical or verbal. To know that bullying is repeated, not a one off event. To know that violence is never the right way to solve a friendship problem	Exploring physical and emotional boundaries in friendships.	To understand the different roles related to bullying including victim, bully and bystander. To understand that everyone has the right to decide what happens to their body.
Respectful relationships	Identifying who I can trust. Learning about the effects of non verbal communication. Exploring the negative impact of stereotyping.	To know that trust is being able to rely on someone and it is an important part of relationships. To know the signs of a good listener. To understand how to listen carefully and why listening is important. To understand that there are similarities and differences between people. To understand some stereotypes related to age.	Exploring how my actions and behaviour can affect other people.	To understand the courtesy and manners which are expected in different scenarios. To understand some stereotypes related to disability.
Change and loss	N/A	N/A	Discussing how to help someone who has experienced a bereavement.	To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.

Progression of skills and knowledge

Families and relationships

Sub-strand	Year 5		Year 6	
	Skills	**Knowledge**	**Skills**	**Knowledge**
Family	Identifying ways families might make children feel unhappy or unsafe.	To know that marriage is a legal commitment and is a choice people can make. To know that if I have a problem, I can call ChildLine on 0800 1111.	N/A	N/A
Friendships	Exploring the impact that bullying might have. Exploring issues which might be encountered in friendships and how these might impact the friendship.	To know what attributes and skills make a good friend. To understand what might lead to someone bullying others. To know what action a bystander can take when they see bullying.	Identifying ways to resolve conflict through negotiation and compromise.	To know that a conflict is a disagreement or argument and can occur in friendships. To understand the concepts of negotiation and compromise.
Respectful relationships	Exploring and questioning the assumptions we make about people based on how they look. Exploring our positive attributes and being proud of these (self-respect).	To understand that positive attributes are the good qualities that someone has. To know that stereotypes can be unfair, negative and destructive. To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.	Discussing how and why respect is an important part of relationships. Identifying ways to challenge stereotypes.	To understand what respect is. To understand that everyone deserves respect but respect can be lost. To understand that stereotypes can lead to bullying and discrimination.
Change and loss	N/A	N/A	Exploring the process of grief and understanding that it is different for different people.	To understand that loss and change can cause a range of emotions. To know that grief is the process people go through when someone close to them dies.

Progression of skills and knowledge

Health and wellbeing

Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	**Knowledge**	**Skills**	**Knowledge**	**Skills**	**Knowledge**
Health and prevention	Discussing ways that we can take care of ourselves.	To know that having a naturally colourful diet is one way to try and eat healthily,	Learning how to wash my hands properly. Learning how to deal with an allergic reaction.	To understand we can limit the spread of germs by having good hand hygiene. To know the five S's for sun safety: slip, slop, slap, shade, sunglasses. To know that certain foods and other things can cause allergic reactions in some people.	Exploring the effect that food and drink can have on my teeth.	To know that food and drinks with lots of sugar are bad for our teeth.
Physical health and wellbeing	Exploring how exercise affects different parts of the body.	To know that exercise means moving our body and is important. To know that yoga can help our bodies and minds relax,	Exploring positive sleep habits. Exploring two different methods of relaxation: progressive muscle relaxation and laughter. Exploring health-related jobs and people who help look after our health.	To know that sleep helps my body to repair itself, to grow and restores my energy.	Exploring some of the benefits of exercise on body and mind. Exploring some of the benefits of a healthy balanced diet. Suggesting how to improve an unbalanced meal. Learning breathing exercises to aid relaxation.	To explain the importance of exercise to stay healthy. To understand the balance of foods we need to keep healthy. To know that breathing techniques can be a useful strategy to relax.
Mental wellbeing	Identifying how characters within a story may be feeling. Identifying and expressing my own feelings. Exploring coping strategies to help regulate emotions. Exploring different facial expressions and identifying the different feelings they can represent. Exploring ways to moderate behaviour, socially and emotionally. Coping with challenge when problem solving.	To name some different feelings and emotions. To know that I am a valuable individual. To know that facial expressions can give us clues as to how a person is feeling. To know that I can learn from my mistakes. To know some strategies to calm down.	Identifying personal strengths and qualities. Identifying different ways to manage feelings.	To know that strengths are things we are good at. To know that qualities describe what we are like. To know the words to describe some positive and negative emotions.	Exploring strategies to manage different emotions. Developing empathy. Identifying personal goals and how to work towards them. Exploring the need for perseverance and developing a growth mindset. Developing an understanding of self respect.	To know that we can feel more than one emotion at a time. To know that a growth mindset means being positive about challenges and finding ways to overcome them.

Progression of skills and knowledge

Health and wellbeing

Sub-strand	Year 3		Year 4	
	Skills	**Knowledge**	**Skills**	**Knowledge**
Health and prevention	Discussing why it is important to look after my teeth.	To understand ways to prevent tooth decay.	Developing independence in looking after my teeth.	To know key facts about dental health.
Physical health and wellbeing	Learning stretches which can be used for relaxation. Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.	To understand the positive impact relaxation can have on the body. To know the different food groups and how much of each of them we should have to have a balanced diet.	Identifying what makes me feel calm and relaxed. Learning visualisation as a tool to aid relaxation.	To know that visualisation means creating an image in our heads.
Mental wellbeing	Exploring my own identity through the groups I belong to. Identifying my strengths and exploring how I use them to help others. Being able to breakdown a problem into smaller parts to overcome it.	To understand the importance of belonging. To understand what being lonely means and that it is not the same as being alone. To understand what a problem or barrier is and that these can be overcome.	Exploring how my skills can be used to undertake certain jobs. Explore ways we can make ourselves feel happy or happier. Developing the ability to appreciate the emotions of others in different situations. Learning to take responsibility for my emotions by knowing that I can control some things but not others. Developing a growth mindset.	To know that different job roles need different skills and so some roles may suit me more than others. To know that it is normal to experience a range of emotions. To know that mental health refers to our emotional wellbeing, rather than physical. To understand that mistakes can help us to learn. To know who can help if we are worried about our own or other people's mental health.

Progression of skills and knowledge

Health and wellbeing

Sub-strand	Year 5		Year 6	
	Skills	**Knowledge**	**Skills**	**Knowledge**
Health and prevention	Developing independence for protecting myself in the sun.	To understand the risks of sun exposure.	Considering ways to prevent illness. Identifying some actions to take if I am worried about my health or my friends' health.	To understand that vaccinations can give us protection against disease. To know that changes in the body could be possible signs of illness.
Physical health and wellbeing	Understanding the relationship between stress and relaxation. Considering calories and food groups to plan healthy meals. Developing greater responsibility for ensuring good quality sleep.	To know that relaxation stretches can help us to relax and de-stress. To know that calories are the unit that we use to measure the amount of energy certain foods give us. To know that what we do before bed can affect our sleep quality.	Identifying a range of relaxation strategies and situations in which they would be useful. Exploring ways to maintain good habits. Setting achievable goals for a healthy lifestyle.	To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health). To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.
Mental wellbeing	Taking responsibility for my own feelings.	To understand what can cause stress. To understand that failure is an important part of success.	Exploring my personal qualities and how to build on them. Developing strategies for being resilient in challenging situations.	To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation). To know the effects technology can have on mental health.

Progression of skills and knowledge

Safety and the changing body

Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	**Knowledge**	**Skills**	**Knowledge**	**Skills**	**Knowledge**
Being safe (including online)	Considering why it is important to follow rules. Exploring what it means to be a safe pedestrian.	To know that some rules are in place to keep us safe. To know how to behave safely on the pavement and when crossing roads with an adult.	Practising what to do if I get lost. Identifying hazards that may be found at home. Understanding people's roles within the local community that help keep us safe.	To know that some types of physical contact are never appropriate. To know what to do if I get lost. To know that a hazard is something which could cause an accident or injury.	Discussing the concept of privacy. Exploring ways to stay safe online. Learning how to behave safely near the road and when crossing the road.	To know the PANTS rule. To know that I should tell an adult if I see something which makes me uncomfortable online. To understand the difference between secrets and surprises. To know the rules for crossing the road safely.
Drugs, alcohol and tobacco	N/A	N/A	Learning what is and is not safe to put in or on our bodies.	To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.	Exploring what people can do to feel better when they are ill. Learning how to be safe around medicines.	To know that medicine can help us when we are ill. To understand that we should only take medicines when a trusted adult says we can.
The changing adolescent body	N/A	N/A	N/A	N/A	N/A	To know the names of parts of my body including private parts.
Basic first aid	N/A	N/A	Practising making an emergency phone call.	To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. To know that the emergency services are the police, fire service and the ambulance service.	N/A	N/A

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Progression of skills and knowledge

Safety and the changing body

Sub-strand	Year 3		Year 4	
	Skills	**Knowledge**	**Skills**	**Knowledge**
Being safe (including online)	Exploring ways to respond to cyberbullying or unkind behaviour online. Developing skills as a responsible digital citizen. Identifying things people might do near roads which are unsafe. Beginning to recognise unsafe digital content.	To understand that cyberbullying is bullying which takes place online. To know the signs that an email might be fake. To know the rules for being safe near roads.	Discussing how to seek help if I need to. Exploring what to do if an adult makes me feel uncomfortable. Learning about the benefits and risks of sharing information online.	To understand that there are risks to sharing things online. To know the difference between private and public.
Drugs, alcohol and tobacco	Exploring that people and things can influence me and that I need to make the right decision for me. Exploring choices and decisions that I can make.	To understand that other people can influence our choices.	Discussing the benefits of being a non-smoker.	To understand the risks associated with smoking tobacco.
The changing adolescent body	N/A	N/A	Discussing some physical and emotional changes during puberty.	To understand the physical changes to both male and female bodies as people grow from children to adults.
Basic first aid	Learning what to do in a medical emergency, including calling the emergency services.	To know that bites or stings can sometimes cause an allergic reaction. To know that it is important to maintain the safety of myself and others, before giving first aid.	Learning how to help someone who is having an asthma attack.	To know that asthma is a condition which causes the airways to narrow.

Progression of skills and knowledge

Safety and the changing body

Sub-strand	Year 5		Year 6	
	Skills	**Knowledge**	**Skills**	**Knowledge**
Being safe (including online)	Developing an understanding of how to ensure relationships online are safe.	To know the steps to take before sending a message online (using the THINK mnemonic). To know some of the possible risks online.	Developing an understanding about the reliability of online information. Exploring online relationships including dealing with problems.	To understand that online relationships should be treated in the same way as face to face relationships. To know where to get help with online problems.
Drugs, alcohol and tobacco	Learning to make 'for' and 'against' arguments to help with decision making.	To know some strategies I can use to overcome pressure from others and make my own decisions.	Discussing the reasons why adults may or may not drink alcohol.	To understand the risks associated with drinking alcohol.
The changing adolescent body	Learning about the emotional changes during puberty. Identifying reliable sources of help with puberty.	To understand the process of the menstrual cycle. To know the names of the external sexual parts of the body and the internal reproductive organs. To know that puberty happens at different ages for different people.	Discussing problems which might be encountered during puberty and using knowledge to help.	To understand how a baby is conceived and develops.
Basic first aid	Learning about how to help someone who is bleeding.	To know how to assess a casualty's condition.	Learning how to help someone who is choking. Placing an unresponsive patient into the recovery position.	To know how to conduct a primary survey (using DRSABC).