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BRIDGEVIEW

Bridgeview Special School

PSHE and RSE Policy

1	Summary	PSHE and RSE Policy			
2	Responsible person	Donna Kaye			
3	Accountable SLT member	Principal – Rob Abrahamsen			
4	Applies to	☒All staff ☐Support staff ☐Teaching staff			
5	Who has overseen development of this policy	Maria Hope, Nicola Witham			
6	Who has been consulted and recommended policy for approval	Maria Hope			
7	Approved by and date	Nicola Witham 14/10/2024			
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1. Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

At Bridgeview Special School, we teach Personal, Social, Health, Economic Education including the statutory requirements of Relationships and Sex Education as a whole-school approach to underpin children's development and enable them to understand and respect who they are and to equip them for life and learning.

We provide a personalised approach to PSHE with a broad and rich curriculum, which aims to support the future success of all pupils, with a focus on supporting children with SEND and disadvantaged backgrounds. Our PSHE curriculum is sequential and progressive using Jigsaw and bespoke sessions informed by the PSHE Association, NSPCC and Lifesavers. Jigsaw is written as a universal core curriculum provision for all children with inclusivity as part of its philosophy. In addition to Jigsaw we tailor our lessons to meet our pupils needs incorporating the PSHE Association resources, NSPCC and Lifesavers resources and follow half-termly calendared health events delivered by external visitors. Our pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, supporting their "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Our RSE offer is included within PSHE following the DfE statutory guidance (2019) stating that all primary aged children learn about the 'changing adolescent body', included in the expected outcomes for primary Health Education. It states Effective Relationships and Sex Education can significantly contribute to the development of the personal skills needed, by pupils, to establish and maintain relationships. It also enables children to make responsible and informed decisions about their health and well-being. This is why the DfE recommend " that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born." (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

At Bridgeview Special School we are confident that the Jigsaw Programme and our approach following the PSHE Association covers all aspects of Relationships, Sex and Health Education (RSE) within the context of a full PSHE programme in an age-appropriate way.

2. Aims

- To provide pupils with the knowledge, understanding, attitudes, values and skills they need to reach their potential as individuals.
- To deliver a wider range of experiences through the delivery of a bespoke programme use of external visitors from the community, e.g. school nurses and community police and fire officers.
- To enable participation in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities.
- To help pupils learn to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- To encourage pupils to recognise their own worth, work well with others and become increasingly responsible for their own learning.
- To help pupils develop feelings of self-respect, confidence and empathy.
- To create a positive culture around issues of sexuality and relationships, including the importance of family for the care and support of children.
- To foster understanding and respect for our common humanity, diversity and differences so that pupils can go on to form effective, fulfilling relationships that are an essential part of life and learning.
- To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- To teach pupils the correct vocabulary to describe themselves and their bodies.
- To help children to understand the consequences of their actions and to behave responsibly within relationships.
- To enable pupils to be able to recognise unsafe situations, protect themselves and ask for help and support.

Bridgeview Special School considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social, Health and Economic Education (PSHE) curriculum. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere. The programme is matched to the pupils' level of maturity.

These aims complement those of the Science curriculum in KS1 and KS2.

3. Objectives and Pupil Learning Intentions

At Bridgeview Special School we enable pupils to:

- Build self-esteem and self-confidence
- Value self and others
- Develop their self-identity
- Form relationships
- Make informed and safe decisions
- Build communication and interpersonal skills
- Work with others
- Build resilience when faced with change and challenge
- Be an active citizen
- Take ownership of their learning
- Make a positive contribution within their community and wider society
- Become healthy individuals
- Accept difference and diversity
- Keep safe online and offline

4. Statutory Requirements

Our PSHE programme promotes the spiritual, moral, cultural, mental and physical development of pupils at Bridgeview Special School, preparing them for the opportunities, responsibilities and experiences of later life. We have incorporated a programme of study developed from Jigsaw and the PSHE Association's Thematic Schemes of Work Planning Toolkit which is recommended by the Department for Education. Our programme of study also includes resources from the NSPCC and Lifesavers (money matters) which not only reflects the specific needs of the pupils but also reflects the universal needs shared by all pupils.

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education…They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England…as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

Secretary of State Foreword DfE Guidance 2019 p.4-5

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."

DfE Guidance p.8

"All schools must have in place a written policy for Relationships Education and RSE."

DfE Guidance p.11

At Bridgeview Special School we include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme alongside the PSHE Association resources to tailor our delivery to our children's needs.

The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how our school meets the statutory Relationships and Health Education requirements.

Compulsory aspects of RSE:

The sex education contained in National Curriculum Science (Key Stages 1–4) is compulsory in schools. All state-funded schools must have 'due regard' to the Secretary of State's guidance on RSE (DfEE, 2000: updated 2021). This states that: 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (pg 23)
Children should learn 'how a baby is conceived and born' before they leave primary school(pg 23) Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education - statutory guidance
- Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)
- Respectful School Communities: Self Review and Signposting Tool - a tool to support a whole school approach that promotes respect and discipline
- Behaviour and Discipline in Schools - advice for schools, including advice for appropriate behaviour between pupils
- Equality Act 2010 and Equality Act 2010: advice for schools
- SEND code of practice: 0 to 25 years - statutory guidance
- Alternative Provision - statutory guidance
- Mental Health and Behaviour in Schools - advice for schools
- Preventing and Tackling Bullying - advice for schools, including advice on cyberbullying
- Sexual violence and sexual harassment between children in schools - advice for schools
- The Equality and Human Rights Commission Advice and Guidance - provides advice on avoiding discrimination in a variety of educational contexts
- Promoting Fundamental British Values as part of SMSC in schools - guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools - guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development

5. Equalities

The DfE Guidance 2019 (p. 15) states, “Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people. Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b). Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

6. Policy Development

This policy has been developed in consultation with staff, pupils, parents and carers. The consultation and policy development process involved the following steps:

1. Review – members of staff as part of a working group pulled together all relevant information including relevant national and local guidance working with the Specialist Public Health Service and Hull City Council. Staff attended RSE training in preparation for the implementation of RSE.

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.

3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend meetings and complete questionnaires about the policy.

4. Pupils’ consultation – we investigated what exactly pupils want from their RSE through lesson engagement and questionnaires.

5. Ratification – once amendments were made, the policy was shared with governors and ratified

7. Curriculum

Bridgeview Special School, RSE focusses on teaching the fundamental building blocks and characteristics of positive relationships such as friendships, family relationships, and relationships with other children and with adults. This includes both offline and online.

'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019' mean that Relationships Education is compulsory in England for all primary aged children. There is no parental right to withdraw a child from Relationships Education.

In the primary phase pupils will be taught about what a relationship is, what friendship is, what family means and who the people are who can support them. They will be taught key relationship building blocks such as; how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Pupils in the primary phase will also learn about personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact.

In the later primary years, it is imperative that children are prepared for the transition phase into secondary education, the changes that adolescence brings and the body changes they may begin to notice. Through the school's primary science curriculum children will begin to learn about main external body parts, the human body as it grows from birth to old age and reproduction in some plants and animals as well as how a baby is conceived and born.

PSHE and RSE at Bridgeview Special School is tailored to the special educational needs and disabilities of our pupils. We ensure all resources are adapted, age appropriate and accessible for all our pupils. High quality teaching is differentiated and personalised will be the starting point to ensure accessibility. The teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law DfE (2019) and SEND (2014).
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Our children will be taught in a safe and supportive learning environment. We will ensure that where a pupil indicates that they may be vulnerable and at risk, they will get appropriate support by staff members following the schools safeguarding/child protection policies.

Our curriculum is set out as per Appendix but we may need to adapt it as and when necessary.

8. Delivery of PSHE and RSE

At Bridgeview Special School we allocate 1 session (approximately 45 minutes) to PSHE covering Jigsaw each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. To add depth and breadth to our curriculum offer we have theme days following events on the National Health Calendar, alongside `drop down days` and `assemblies` delivered by Safer Schools Partnership – Humberside Police, Specialist Public Health Team (School Nursing) and NSPCC. During these theme days we have included the topics: Sexual Violence, Sexual Harassment and Child-on-Child Abuse adhering to the Keeping Children Safe in Education 2022 requirements. Class teachers deliver the weekly Jigsaw lessons. Keeping children safe in education - GOV.UK (www.gov.uk)

Our Jigsaw curriculum

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

All areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Jigsaw RSE Content

The grid below shows specific RSE content for each year group

4-5	life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names ofsexual parts); respecting my body and looking after it e.g. personal hygiene.
5-6	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles); respecting my body and understand which parts are private.
6-7	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us);trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.
7-8	Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect formyself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect Others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.
8-9	Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls andpuberty; boys and puberty; confidence in change; accepting change.
9-10	Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMART internet safety rules; Self and body image; influence of online and media onbody image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.
10-11	Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling;perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

9. Access to the RSE Curriculum for Pupils with SEND

Under the 2019 Equalities Act, it is imperative that those pupils who have Special Educational Needs & Disabilities (SEND), must enjoy full and unrestricted access to the RSE curriculum. The school and the teachers must be flexible and mindful of tailoring content and teaching to meet the needs of all SEND children, regardless of their developmental stage. This may require further work to be undertaken with a pupil/group of pupils; consideration given to differentiation and if necessary the school should deliver sessions on a one to one basis. It is worth noting that children with SEND are more vulnerable to exploitation, bullying and other issues related to their specific need(s).

We have incorporated a six week scheme of work using the NSPCC`s Speak Out Stay Safe programme. With the help of a mascot Buddy, the Speak out Stay Safe programme covers topics like bullying and abuse - without using any scary words or adult language. Children learn about the different types of abuse in a child-friendly and age appropriate way, so they can get help if or when they need it. It enables children to identify safe adults that they can talk to if they're ever worried about themselves or a friend. They learn about Childline, and how it can support them. The NSPCC's 'PANTS' rules are shared with all pupils and can help those with learning difficulties to understand how to stay safe:

• Privates are private;
• Always remember your body belongs to you;
• No means no;
• Talk about secrets that upset you;
• Speak up, someone can help.

10. Roles and Responsibilities

The Governing Board

The governing board will approve the PSHE & RSE policy, and hold the Executive Principal to account for its implementation.
The Governing Body has:

- appointed a member of staff to be responsible for Personal, Social and Health Education including Relationship and Sex Education;
- delegated powers and responsibilities to the Executive Principal to ensure all school personnel and stakeholders are aware of and comply with this policy;
- produced a policy outlining the rationale and organisation of the Relationships and Sex Education (RSE) programme;
- a duty to inform parents/carers of the policy;
- a duty to inform parents/carers of their right of withdrawing their child from part of the school's RSE programme if they so wish [complying with the right to withdraw clause]
- responsibility for ensuring that the school complies with all equality legislation;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents/carers;
- the responsibility of involving the School Council in:
    - organising surveys to gauge the thoughts of all pupils
- nominated a link governor to:
    - visit the school regularly;
    - work closely with the Executive Principal
    - ensure this policy and other linked policies are up to date;
    - ensure everyone connected with the school is aware of the policy;
    - attend training relating to this policy;
    - report to the wider Governing Board as appropriate;
    - annually report to the wider Governing Board on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

The Executive Principal and Principal

The Executive Principal and Principal are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (section 8).
The Executive Principal and Principal will:

- implement the policy;
- ensure all school personnel, pupils and parents/carers are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- organise effective training for the teaching staff so that they can handle any difficult issues with sensitivity.
- monitor the effectiveness of this policy by:
    - learning walks and observations
    - planning and assessments
    - book scrutiny
    - pupil feedback in work
    - speaking with pupils, staff, parents, carers and governors
- annually report to the Governing Board on the success and development of this policy.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way.
- Modelling positive attitudes to RSE Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non- statutory/non-science] components of RSE.
- Comply with all aspects of this policy.
- Use a variety of teaching methods and resources to deliver the SRE programme.
- Implement the school's equalities policy and schemes.
- Report and deal with all incidents of discrimination.
- Attend appropriate training sessions on equality.
- Report any concerns they have on any aspect of the school community.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal.

Pupils

Pupils are expected to take part fully in PSHE & RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.
Pupils will:

- be aware of and comply with this policy;
- listen carefully to all instructions given by the teacher;
- be encouraged to ask questions in order to further develop their knowledge, skills and attitudes;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

Parents/Carers

All parents/carers must:

- acknowledge that they have a primary role in their child's PSHE & RSE programme;
- be fully aware of the school's PSHE & RSE policy;
- ask any pertinent questions regarding their child's sex education at the school;
- be aware of their rights of withdrawing their child from of the [non-statutory/non-science] RSE programme that we teach in this school.
- take part in periodic questionnaires/surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

11. Right to Withdraw

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education” DfE Guidance p.17.

Relationships Education will be taught in PSHE sessions. The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools. Parents will not be able to withdraw their child from relationships education in primary school. Primary schools that choose to teach aspects of sex education which go beyond the national curriculum for science must allow parents a right to withdraw their child/ children.

At Bridgeview Special School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the ‘Changing Me’ Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me:

Year 4, Lesson 2 (Having a baby)
Year 5, Lesson 4 (Conception)
Year 6, Lesson 4 (Conception, birth)
Year 5 & 6 Drop Down Events delivered by the School Nursing Team (Conception)

A copy of the PSHE and RSE Policy will be available on the school’s website and a paper copy can be obtained through the school office.

Our staff are committed to working with parents and carers as their support and engagement with RSE is integral to the effectiveness of the programme.
Parents’/carers’ views and concerns about RSE will be sought through communication between school and home.
Information events will be organised for the parents/carers of children of Key Stage 2 and they will be notified when particular aspects of sex and relationship education will be taught. Parents and carers are given opportunities to view and discuss any sensitive materials with regard to sex and relationships.
We will communicate to parents about their right to withdraw their children (where conception is covered) and sensitively plan a replacement curriculum if necessary.

Withdrawal form in Appendix

12. Training and Monitoring

Staff are trained on the delivery of PSHE and RSE as part of their induction and it is included in our continuing professional development using National College and calendared INSET days.

The Executive Principal and Principal will also invite visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching RSE.

The delivery of PSHE and RSE is monitored by Mrs D Kaye
Monitoring arrangements, such as planning scrutiny, learning walks will be calendared by the Principal and Senior Leadership Team. Pupils' development in PSHE and RSE is monitored by class teachers as part of our internal assessment systems.
This policy will be reviewed by Mrs D Kaye annually. At every review, the policy will be approved by Mrs L Broughton Chair of Governor and Senior Leadership Team.

13. Differentiation and SEN

The PSHE curriculum is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each lesson to meet the needs of the children in their classes. To support this differentiation, many lessons suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

14. Safeguarding

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson finishes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's safeguarding and disclosure policy is followed. All recordings to comply with the use of CPOMS.

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15. Appendix

Curriculum Map

Jigsaw The mindful approach to PSHE

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

By the end of primary school pupils should know – DfE Guidance 2019

	Pupils should know…	How Jigsaw provides the solution
Families and people who care for me	• that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference • Being Me in My World

Online relationships	• that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference
Being safe	• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	• that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	All of these aspects are covered in lessons within the Puzzles • Healthy Me • Relationships • Changing Me • Celebrating Difference

Internet safety and harms	• that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.	All of these aspects are covered in lessons within the Puzzles • Relationships • Healthy Me
Physical health and fitness	• the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Healthy eating	• what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	All of these aspects are covered in lessons within the Puzzles • Healthy Me

Drugs, alcohol and tobacco	• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to immunisation and vaccination	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Basic first aid	• how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Changing adolescent body	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.	All of these aspects are covered in lessons within the Puzzles • Changing Me • Healthy Me

Withdrawal Form

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			