Primary RSE Policy

Review Date	September 2022
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Owner- Job Title	Head of Services

Introduction

PSHE and RHSE education can be defined as a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. As part of a whole school approach, PSHE and RSE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

These skills are integral to every aspect of a young person's education and life. Therefore, every young person at Meadowcroft School should have the opportunity to develop their PSHE education.

The PSHE curriculum has been developed to meet the needs of every individual student, following the Jigsaw scheme of work. It represents the highest standards and uses the 'STAR' as its basis. The 'STAR' is based on four key principles, and they are also the principles that guide us at all times within Meadowcroft School:

- **Self-Belief:** We believe all students have the right to access the full science curriculum; we have a duty to ensure all students are not provided with a narrowed or marginalised science curriculum and to develop their self-belief to comprehend and complete tasks to a good standard.
- **Trust:** We want all students to achieve a full understanding of the scientific knowledge specified in the curriculum. We use summative and formative assessment to judge the progress of our students. Meadowcroft school will only put students through this when we trust the learners are ready, these relations with the learners have to be built on trust.
- **Aspiration:** We won't constantly amend the science curriculum offer. Whilst we will make occasional adjustments in the light of feedback and experience, we will aim for stability for all our young people. This will allow teachers to develop expertise and teaching materials to support the curriculum. This in turn will support our students to have the ambition to achieve their learning goals.
- **Respect:** Our curriculum specifies the scientific knowledge that should be taught, provides resources to assist with this and exemplifies successful learning. It leaves the job of bringing knowledge to life, of providing context, humour and memorable classroom moments to our teachers. This is because each of them is individually

skilled and learning is, at its best, a personal experience and respect is founded on relationships between teachers and students.

Curriculum Intent

As a school we following the Jigsaw Programme. The programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

This also supports the "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.

Aims & Objectives

The overarching aim for PSHE and RHSE education is to provide pupils with:
- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives

PSHE Association July 2013

Within this, the school aims to develop pupils' understanding of:
- identity, including personal qualities, attitudes, skills, attributes and achievements and what influences these
- relationships, including different types and in different settings
- a healthy lifestyle, including physically, emotionally and socially
- balanced lifestyle, including within relationships, work-life, exercise and rest, spending and saving and diet
- risk, including identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others
- safety, including behaviour and strategies to employ in different settings
- diversity and equality, in all its forms – including individual liberty. Pupils are actively encouraged to make choices, knowing that they are in safe and empowering environment to do so.
- rights, including the notion of universal human rights, responsibilities including fairness and justice and consent in different contexts
- change and resilience, the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance

- power in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes
- career, including enterprise, employability and economic understanding
- democracy, providing pupils with the opportunity to air their opinions and ideas through our school council and within regular student voice activities. The elections of the school council members are based solely on pupil votes, reflecting the British electoral system and demonstrating democracy in action.
- Rule of law, providing pupils with a safe and ordered environment in which to learn. Our pupils are taught to value and understand the reasons behind our laws, that they govern and protect us, the responsibilities that this involves and the consequences when our laws are broken.

We are committed to the ongoing development of PSHE and RHSE in our school. We will use the following indicators to monitor and evaluate our progress:

- a coordinated and consistent approach to curriculum delivery has been adopted
- the content of the RSE curriculum is flexible and responsive to pupils' differing needs; which are gathered at least annually
- pupils are receiving an entitlement curriculum for PSHE and RSE in line with national and local guidance
- there are clearly identified learning objectives for all PSHE and RSE activities, and pupils' learning is assessed using both formative and summative approaches
- opportunities for cross-curricular approaches are being used to hook learning onto pupil's experiences and increase attainment within the subject
- the impact of training for staff and governors on practice is evaluated
- policy and practice is revised regularly and involves staff, governors and, where appropriate, pupils
- opportunities are provided for parents/carers and members of our community to consider the purpose and nature of our PSHE and RSE, for example, through parent/carer information sessions
- a variety of methods is employed to communicate the key points of the policy and curriculum to the community

Statutory Relationships and Health Education
"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."

<div align="right">Secretary of State Foreword   DfE Guidance 2019 p.4-5</div>

"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."

<div align="right">DfE Guidance p.8</div>

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

<div align="right">DfE Guidance p.11</div>

Here, at Meadowcroft school we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

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 and tailor it the individual children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- 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 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).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

What do we teach when and who teaches it?

At Meadowcroft School we allocate 1 lesson (approx. 45mins to 1 hour) to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes.

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

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

Relationships Education
What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?
Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.
The expected outcomes for each of these elements can be found further on in this policy.
The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.
It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education
What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?
Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', Physical health and fitness', Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.
The expected outcomes for each of these elements can be found further on in this policy.
The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.
It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g.emotional and mental health is nurtured every lesson through the Calm me time, social

skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education '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'.

At Meadowcroft School, we believe children should understand the facts about human reproduction before they leave primary school so we teach this separately to girls and boys, following the Jigsaw guidance as part of the Summer 2 unit Changing Me.

Parents' right to request their child be excused from Sex Education

"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

At Meadowcroft 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 Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

The school will inform parents of this right by a letter sent home during Summer Term 1, prior to the Changing

Me unit being taught. A Parents' meeting will also be held in Summer Term 1, where parents will be shown the Jigsaw RSHE presentation, explaining our statutory and non-statutory content of the PSHE lesson.

Monitoring and Review

The governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Equality
This policy will inform the school's Equalities Plan.
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…

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At Meadowcroft School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see:
'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

Jigsaw PSHE documents needed to explain this policy:
- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)
- Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?

Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

	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	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me

		• Celebrating Difference
	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.	
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

Physical health and mental well-being education in Primary schools – DfE Guidance
The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.
By the end of primary school:

	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	All of these aspects are covered in lessons within the Puzzles • Healthy Me • Relationships • Changing Me • Celebrating Difference

	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.	
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.	All of these aspects are covered in lessons within the Puzzles • Relationships • Healthy Me

	• 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.	
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	All of these aspects are covered in lessons within the Puzzles • Healthy Me

	handwashing.	
	• the facts and science relating to immunisation and vaccination	
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

This policy supports a whole school approach to PSHE and RSE within the curriculum, and throughout the life of the school and its community. It is consistent with current legislative frameworks and non-statutory guidance.

Duty to promote wellbeing:
The Education Act and Inspections Act 2006 places a requirement on schools to promote pupils' wellbeing *(as identified in the Children Act 2004)* as well as their academic achievement. We are committed to promoting the health and wellbeing of pupils, and of the whole school community, and fully recognise the important cyclical relationship between wellbeing and learning.

<u>**Responsibilities**</u>
The policy applies to:
- The head teacher
- All school staff
- The governing body
- Pupils
- Parents/carers
- Partner agencies working in or with the school

All staff will:
- ensure that they are up to date with school policy and curriculum requirements regarding PSHE and RHSE
- attend and engage in professional development training around PSHE and RSE provision, including individual and whole staff training/inset, where appropriate
- attend staff meetings to be introduced to any new areas of work and review the effectiveness of the approaches used
- report back to the PSHE and RSE Coordinator on any areas that they feel are not covered or inadequately provided for in the school's PSHE and RHSE provision
- encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously
- follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone
- ensure that their personal beliefs and attitudes will not prevent them from providing balanced PSHE and RHSE in school

- tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs and cultures, including those pupils with special educational needs
- ask for support in this from the school SEND coordinator or the PSHE and RHSE Coordinator, should they need it

The lead member/s of staff is/are entitled to receive training in his/her role and responsibilities. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to health and wellbeing.

The lead member/s of staff will:
- develop the school policy and review it on a yearly basis
- ensure that all staff are given regular and ongoing training on issues relating to PSHE and RSE and how to deliver lessons on such issues
- ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to PSHE and RSE
- provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of PSHE and RSE
- ensure that PSHE and RSE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs
- ensure that the knowledge and information regarding PSHE and RSE to which all pupils are entitled is provided in a comprehensive way
- support parent/carer involvement in the development of the PSHE and RSE curriculum
- ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced PSHE and RSE in school
- communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for PSHE and RSE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate
- ensure that provision of PSHE and RSE at home is complementary to the provision the school provides and communicate to parents/carers any additional support available where necessary or requested

Specific Responsibilities	Who – Role?
Co-ordinating the PSHE and Citizenship provision, ensuring a spiral curriculum	PSHE Co-Ordinator
Named governor responsible for PSHE and Citizenship	
Accessing and co-ordinating training and support for staff	PSHE Co-Ordinator Deputy Head Teacher Assistant Head Teacher
Establishing and maintaining links with external agencies/other health professionals	PSHE Co-Ordinator
Policy development and review, including consultation	PSHE Co-Ordinator
Implementation of the policy; monitoring and assessing its effectiveness in practice	PSHE Co-Ordinator
Managing child protection/safe guarding issues	PSHE Co-Ordinator DSL

	SENCO
Establishing and maintaining links with parents/carers	PSHE Co-Ordinator

All pupils:
- should support one another with issues that arise through PSHE and RSE
- will listen in class, be considerate of other people's feelings and beliefs, and comply with confidentiality rules that are set in class
- will be made to feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to PSHE and RSE or otherwise

The school recognises the key role that parents/carers fulfil in supporting their children through their personal development and the emotional and physical aspects of growing up. Therefore, we seek to work in partnership with parents/carers when planning and delivering PSHE and RHSE.

The school will encourage this partnership by:
- keeping parents/carers informed about all aspects of the PSHE and RSE curriculum, including when it is going to be delivered (through class timetables, termly newsletters)
- gathering parent /carers' views on the policy and take these into account when it is being reviewed
- expecting parents/carers to share the responsibility of PSHE and RSE and support their children
- encouraging parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through PSHE and RSE
- providing support and encourage parents/carers to seek additional support in this from the school where they feel it is needed

All pupils, whatever their experience, background and identity, are entitled to quality PSHE and RHSE that helps them build confidence and a positive sense of self, and to stay healthy.

All classes include pupils with different abilities and aptitudes, experiences and religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach, and use of inclusive language reflects the diversity of the school community, and helps each and every pupil to feel valued and included in the classroom.

We promote the needs and interest of all pupils. The school's approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of pupils to ensure all can access the full PSHE and RSE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE and RHSE is an important vehicle for addressing both multicultural and gender issues and ensuring equal opportunities for all.

Responding to pupils' diverse learning needs:
Considerations will be made for:
- religious and cultural diversity
- differing gender needs and abilities, including SEN
- diverse sexuality of pupils
- homophobic/transphobic bullying and behaviour
- pupil's age and physical and emotional maturity

- pupils who are new to English

Ethnicity, religion and cultural diversity:
Our policy values the different backgrounds of all pupils in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

Special educational needs and learning difficulties:
We ensure that all pupils receive PSHE and RSE and we offer provision appropriate to the particular needs of our pupils, taking specialist advice where necessary.

Staff will differentiate lessons to ensure that all members of the class can access the information fully. The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

Sexual identity and sexual orientation:
We have a clear duty under the *Equality Act 2010* to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive PSHE and Citizenship will foster good relationships between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the *Equality Act 2010*.

Pupils who are new to English: The school should take into account the language skills of individual pupils, ensuring that all pupils have equal access to the PSHE and Citizenship provision and resources.

Learning Environment:
Staff are careful to ensure their personal beliefs and attitudes do not influence the teaching of PSHE and RSE. To this end, ground rules have been agreed to provide a framework of common values within which to teach. There are clear parameters as to what will be taught in a whole-class setting, and what will be dealt with on an individual basis.

If pupils are to benefit fully from a PSHE and RSE programme, they need to be confident speakers, good listeners and effective, sensitive communicators. When the needs of pupils are analysed, of overriding importance are two key areas: they need to feel safe and be safe. A set ground rules will help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the pupils. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information.

We acknowledge that sensitive and potentially difficult issues will arise in PSHE and Citizenship as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for PSHE and RSE.

As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age

group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader/ Child Protection Officer.

Questions may be referred to parents/carers if it is not appropriate to answer them in school. We may use a question box where questions may be asked anonymously.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

Embedding SMSC & PBV
SMSC and PBV are embedded within the Personal Development baseline tracker mentioned above.

Embedding Maths & English
Many of the PSHE and RSE activities include opportunities to match keywords to definitions, or to discuss mathematical terms such as percentage (e.g. of voters).

Impact

Initial & Diagnostic assessment
Student's prior knowledge is established through a Personal Development tracker used in the first half-term of the academic year. This tracker helps inform medium term planning. This is revisited by PSHE and RHSE teachers at the end of the academic year to assess the progress of learners' confidence levels.

Assessment methods:

- baseline or pre-assessment
- needs assessment is used to identify existing knowledge and skills of pupils
- assessment is built into the PSHE and RSE programme to inform planning
- summative assessment takes place at the end of each unit
- pupil self-assessment is used where appropriate
- assessment focuses on knowledge as well as skill development and attitudes
- identify pupils who have exceeded or fallen short of the module objectives and those that have achieved it
- individual trackers will monitor pupils who have missed some or the entire module due to absence from school
- pupil progress and achievement is reported to parents/carers
- pupil achievement in PSHE and RSE is celebrated and shared

Monitoring activities:

- effective PSHE and RHSE leadership with a system of lesson observations and peer support
- a system for regular review of the PSHE and RHSE policy and programme
- pupil and staff interviews/questionnaires
- Medium term planning scrutiny

- samples of pupils' work

Evaluation activities:

- teacher and pupil evaluation of lessons, units and the overall PSHE and RSE programme
- evidence from lesson observations
- evaluation of contributions of external partners
- feedback and evaluation by pupils
- scrutiny of assessment records
- sampling pupils' work and portfolios