

Forres Sandle Manor (Subject) Policy

Policy Title	Lifeskills and RSE
Policy Lead (Appointment (& Initials))	Head of Lifeskills (LM)
Date of Last Review	Nov 2022
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LIFESKILLS AND RSE

Introduction

At Forres Sandle Manor, we believe in the importance of education for the whole child. Personal and social development at the school is the sum total of all of the experiences, planned and unplanned, received by our young people in the course of their time in our school that promote their social, spiritual, moral, cultural, mental and physical development, and thus the wellbeing of both the individual and ultimately the wider community. As a thriving day and boarding school, our ethos is firmly set around the belief that happy children succeed, and therefore live well and confidently in the different settings in which they find themselves. Lifeskills lessons at FSM are the planned elements of the whole curriculum that help to give children the knowledge, skills, and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens in a rapidly changing world.

Our Lifeskills programme includes all of our PSHE and RSE provision.

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.

This policy applies to the teaching and development of Lifeskills and Personal, Social, Health and Economic Education (PSHE) in the Pre-Prep and Prep School (EYFS to Year 8).

Schools are required to provide a curriculum that is broadly-based and balanced and which meets the needs of all pupils. Section 78 of the Education Act 2002 places the following requirements on the curriculum:

- It must promote the spiritual, moral, cultural, mental and physical development of pupils, and
- It must prepare pupils for the opportunities, responsibilities and experiences of later life.

Lifeskills is a planned programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, it delivers the qualities and attributes pupils need to thrive as individuals, family members and members of society. Although Lifeskills is taught as a timetabled subject it also runs through the school's educational provision; opportunities to promote the personal, social, health and economic development of our pupils exist in every area of school life.

We are confident that the Jigsaw Programme covers all aspects of Relationships and Sex Education in an age-appropriate way but are assured if there are any gaps that Jigsaw will provide its schools with materials to ensure all statutory duties are fulfilled.

This policy will be updated in line with government guidance as and when it is published.

This Lifeskills policy is informed by existing DfE guidance on **Statutory Guidance for Relationships Education and Sex Education (RSE) and Health Education**, June 2019, **Preventing and Tackling Bullying** (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2017), **Drug and Alcohol Education** (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), **Safeguarding** (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, July 2018 and Keeping Children Safe in Education, Sep 2022) and **Equality** (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2018). As well as **The Independent School Standards Guidance for Independent Schools, April 2019**.

The Jigsaw Programme meets all the outcomes in the PSHE Association Programmes of Study, 2020.

Links to important documents:

<http://www.education.gov.uk/aboutdfe/statutory/g00214676/sex-and-relationships-education-guidance>

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

<http://www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying>

http://www.education.gov.uk/schools/guidanceandadvice?f_category=Safeguarding&page=1

Also: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> (updated Jan 2021)

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

The policy should be read in conjunction with:

- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [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).
- [National Citizen Service](#) guidance for schools

We want each and every pupil at FSM to 'live life well'.

British values are embodied in the following ways:

- Assemblies, held weekly, are led by the Head Teacher, Deputy Head Teacher, Assistant Headteacher, a member of the teaching staff or pupils themselves. The themes reflect those of the core British values, Lifeskills lessons, or key national and international dates. They also revolve around fundamental Christian values, including time for reflection, hymns and prayer.
- There are a number of programmes that promote the idea of leadership within the school community, such as the School Council, Boarders' Council and positions of responsibility (Heads of School and Heads of House).
- The school regularly organises fund-raising events which support a diverse range of local, national and international charities. This enhances pupils' understanding of their place in a culturally diverse society and gives them opportunities to experience such diversity.
- The school actively promotes the rule of law and the value of democracy through visits from the local mayor and MP as well as visits to the local police, fire and rescue services. Classroom rules and rules within the wider school community are formulated and discussed in conjunction with pupils. Pupils are given the opportunity to vote for School Council members as well as members of the Boarders' Council. Rights and responsibilities are a key part of our citizenship education. Democracy plays a large part in school life. Pupils have the opportunity to have their voices heard through our School Council.
- Within school, pupils are actively encouraged to make choices as part of individual liberty, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely. Pupils are

encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely and responsibly.

- We require that the school environment is fair and just. Through acting thus we build positive relationships with others in our community. We aim to inspire pupils to act in a fair and just manner, celebrating their achievements and taking responsibility for their actions where it is needed.

Aim of the PSHE policy

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They 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.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

In our school we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE.

Objectives/Pupil learning intentions:

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Jigsaw Content

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at change

(N.b The timing of these units has been adapted and will continue to be adapted in light of the current pandemic)

Specific content overview:

<T:\Lifeskills\uk-3-11-12-snapshot-overview-map.pdf>

<T:\Lifeskills\jigsaw-11-16-snapshot-overview-sept-21b.pdf>

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How is Jigsaw PSHE organised in school?

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time.

Teaching Methods

PSHE is taught as an independent subject across all year groups. Weekly lessons of 50 minutes are allocated to PSHE. In Pre-Prep classes are taught by their class teacher and in Year 3-6 they are currently taught by more specialist teachers, such as the Assistant Head Pastoral and the Emotional Learning Support Assistants.

Differentiation/SEN

Jigsaw 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 Piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces 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. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels.

If any changes are implemented nationally as a result of the Rochford Review Jigsaw will make the necessary amendments and offer this free update to all its schools.

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 circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed.

Recording and tracking progress

To support the teacher in tracking each child's Jigsaw Learning progress throughout the year, there is an overview sheet for each child: 'My Learning Progress This Year.' This sheet has the three attainment descriptors for each Puzzle (Puzzles 2-6). After each assessment task, the teacher, using a best-fit approach, decides whether the child is working at, towards or beyond and highlights the appropriate descriptor box on that child's overview sheet. There is also space for the teacher's comments. This sheet gives a quick visual representation of where the child is in each Puzzle.

The Attainment Descriptors

Please be aware that these attainment descriptors are specific to Jigsaw and to year groups. They are designed to give guidance when considering each child's learning journey. They are **not** nationally-recognised. There are no national level descriptors for PSHE.

The Jigsaw philosophy is that children are praised and their achievements celebrated in every Piece. It demands a positive relationship between the teacher and the children which, in itself, values and celebrates each individual. Appropriate time is allocated for this process.

Monitoring and evaluation

The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

Reporting to Parents/Carers

Each Puzzle's assessment task and attainment descriptors assist the teacher in reporting meaningful learning progress to parents/carers. The descriptors can be used as a starting point when considering what to write on children's reports.

External contributors

External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to the Jigsaw PSHE programme. Their input should be carefully planned and monitored so as to fit into and complement the programme.

Teachers **MUST** always be present during these sessions and remain responsible for the delivery of the Jigsaw PSHE programme.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece – by using The Jigsaw Charter. (Ideally, teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

The Jigsaw Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSE- and Drug and Alcohol Education-related issues are varied. However, while personal views are respected, all RSE and Drug and Alcohol Education issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSE and Drug and Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the DSL if they are concerned.

Our school believes that RSE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

Involving parents and carers

The school believes that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHE programme. Parents and carers are/will be given the opportunity to find out about and discuss the Jigsaw PSHE programme through:

- * Parent/carer Jigsaw awareness session
- * Parents'/carers' evenings
- * Information leaflets/displays

Pupil Consultation:

- It is useful for pupils to be consulted on their own personal, social and citizenship development. Ask pupils either in individual classes or through the school council what

sort of person they would like to be by the time they leave this school; what qualities, skills, attitudes, values are important to them as people?

- Develop this further by asking pupils how they feel the school could support them with this, what initiatives the school could implement to support this e.g. friendship benches, peer mentoring systems.

Links to other policies and curriculum areas

We recognise the clear link between Jigsaw PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Science curriculum
- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection and safeguarding Policy

Training and support for staff

All relevant staff benefit from Jigsaw PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

Dissemination

This policy is available on our school website where it can be accessed by the community. Training is delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

Confidentiality and Child Protection Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection co-ordinator who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

LIFESKILLS AND ICT

Information and communication technology enhances our teaching of Lifeskills, wherever appropriate, in all key stages. The children use ICT in a variety of ways, such as word-processing, finding information on the Internet, presenting information through PowerPoint where appropriate, and through film. They can make creative use of the digital camera to

record photographic images. Role-playing software can engage children in visual scenarios which they can direct themselves.

LINKS WITH OTHER POLICIES

- Equal Opportunities.
- Child Protection.
- Behaviour, Rewards and Sanctions.
- Anti-Bullying.
- Safeguarding and Child Protection.
- Visitors.
- E-Safety.
- Cyberbullying.
- Preventing Radicalisation

RELATIONSHIP EDUCATION, RELATIONSHIP AND SEX EDUCATION (RSE) POLICY

The original policy was developed in response to the Sex and Relationship Education Guidance (DfES 2000) and the aims of FSM School. The current policy has been updated in line with the statutory guidance from the DfE issued under section 80A of the Education Act (2002) and Section 403 of the Education Act (1996) as well as the FSM Values.

The RSE Education, in line with the Lifeskills programme, makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and FSM's statutory responsibility to safeguard and promote pupils' wellbeing. RSE is not compulsory in independent schools, however, independent schools are required to teach the elements of sex education contained in the science curriculum. If independent schools do teach RSE, they must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996. Sex and relationship education is taught through our PSHE, Science and IT programmes.

The purpose of the curriculum is to provide the building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts (irrespective of any SEND requirements or the protected characteristics as set out in the Equality Act 2010) including online relationships. Building on that knowledge, at an age and understanding appropriate stage, pupils will also develop further their understanding of health, focusing on key risk areas such as drugs and alcohol as well as introducing knowledge about intimate relationships and sex by the time they leave the School.

DEFINITION

Relationships and Sex Education (RSE) is lifelong learning about physical, moral and emotional development. At primary level, RSE is concerned with establishing "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. At secondary level, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas

such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.” (Department of Education document 2019)

FSM believes that RSE should be part of a broader Lifeskills and PSHE programme through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach and under Government guidelines, it delivers the qualities and attributes pupils need to thrive as individuals, family members, members of society and global citizens of the world. From September 2020, we are required, by the Department of Education, to deliver relationships education.

POLICY FORMATION AND CONSULTATION PROCESS

This policy was written in conjunction with the ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ Department of Education document 2019. Other documents that informed this RSE policy include:

- Equality Act (2010)
- Keeping Children Safe in Education – Statutory safeguarding guidance (2022) Guidance was taken from the PSHE Association.

The Assistant Head Pastoral/Head of PHSE will liaise with other relevant Heads of Department with regard to curriculum content and coverage, e.g. sex education in science.

AIMS

“The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.” (DfE/RSE September 2019)

The intended outcomes of our RSE programme are that pupils will:

- Understand that their body belongs to them.
- Understand that there are parts of the body which are private and should not be touched by others; but there may be medical or intimate care instances when it would be appropriate for private body parts to be touched e.g. by a medical professional, parent or carer.
- Understand that it is ‘normal’ to experience a range of emotions, and develop the skills to manage these feelings;
- Understand that there are many different types of family.
- Understand the characteristics of healthy family life.
- Understand and celebrate diversity.
- Understand that some people choose to identify as Lesbian, Gay, Bisexual, Transgender + (LGBT+).

- Understand the importance of respecting themselves and others, even when others may be different.
- Understand the importance of friendships, and develop the skills to manage these relationships.
- Recognise whom to trust and not to trust, and understand when and why a friendship is making them unhappy/uncomfortable.
- Understand the physical and emotional changes experienced during puberty, and develop the skills to manage these changes.
- Understand the differences between healthy and unhealthy relationships (including online), and develop the skills to manage these.
- Understand the importance of permission-seeking and giving in relationships.
- Have the knowledge of where and how to get help or advice.

DELIVERY AND CONTENT

RSE is taught as an integral part of our whole school Lifeskills and PSHE programme. Lifeskills is taught as an independent subject across all year groups. Weekly lessons of 50 minutes are allocated to PSHE. Our RSE curriculum takes into account the cultural backgrounds of all our pupils and the views of their parents/carers. Pupils' learning is assessed by comparison with their starting points, often using baseline assessments and returning to these. Teachers also talk to the pupils and allow them to comment on their own progress. The pupils have PSHE exercise books in which some written work is completed. After every half term topic area, learning and progress will be recorded on their progress sheets. Termly meetings take place at which book audits are completed. It is recognised, however, that a significant proportion of the pupils' PSHE work is via discussion, role-play, scenarios, etc. and therefore not recorded.

The following considerations apply to teaching in this subject:

- All form groups are mixed ability, and tasks and outcomes are differentiated to take this into consideration.
- Certain topics may be difficult for some pupils, so ground rules are in place to ensure confidentiality, respect and safety. Pupils are told that they are not to reveal their own sensitive personal histories or those of any other pupils during lessons. Staff may wish to use an 'ask it, basket' for pupils to write down any questions in case they are embarrassed to ask in front of their peers.
- Matters of equal opportunity are of particular importance in some topics, and staff are mindful of this.
- Staff must adhere to professional standards during discussions.
- Staff must ensure they challenge myths and misconceptions.
- Should any pupil indicate that they may be vulnerable or at risk, the safeguarding procedures outlined in the Child Protection and safeguarding Policy will apply.
- Outside speakers or members of the school nursing team are invited in when appropriate to supplement and enrich what is being taught. All visitors are overseen by staff members.

Content

<T:\Lifeskills\jigsaw-3-11-and-rshe-overview-map.pdf> (RSE Overview 3 – 11 Years)

<T:\Lifeskills\mapping-to-statutory-rshe-outcomes 11+.pdf> (RSHE Overview 11 +)

A more detailed account of what is covered throughout this topic can be found in the 'changing me' column on the following documents;

<T:\Lifeskills\uk-3-11-12-snapshot-overview-map.pdf>

<T:\Lifeskills\jigsaw-11-16-snapshot-overview-sept-21b.pdf>

Resources are carefully chosen, with our pupils in mind. As a guide we use the Jigsaw programme as well as the PSHE Association for appropriate resources. Regular feedback is sought from teaching staff and lesson plans and resources reviewed to ensure appropriateness.

POLICY AVAILABILITY

The policy is available on the school website and parents will be reminded of this at the start of the school year. Parents will also be notified before the RSE topics are covered and resources are sent home. This will help parents supplement the learning and help them manage further discussions at home.

PARENTAL RIGHT TO WITHDRAW FROM RELATIONSHIP AND SEX EDUCATION

There is no parental right to withdraw their child from relationship, health or sex education which is delivered as part of the science curriculum. Parents have an absolute right to withdraw their child from some or all of RSE lessons. In the event that a pupil is withdrawn, the Assistant Head Pastoral will provide age appropriate work. This work will be separate and distinct from the work on RSE. A member of the teaching staff or teaching assistant will supervise the pupil or pupils.