# Forres Sandle Manor (Subject) Policy

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| Policy Title | **Lifeskills and RSE** |
| Policy Lead (Appointment (& Initials)) | **Deputy Head and DSL (LM) & Head of Lifeskills (CHO)** |
| Date of Last Review | **Oct 2026** |
| Date of Next Review | **Oct 2027** |

## 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 RSHE/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, Prep School and Senior School (EYFS to Year 11).

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**, Sept 2026, **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, 2026 and Keeping Children Safe in Education, Sep 2026) 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 2026.**

The Jigsaw Programme meets all the outcomes in the PSHE Association Programmes of Study, 2026.

Links to important documents:

https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

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

https://www.gov.uk/government/publications/preventing-and-tackling-bullying

Also: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

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 SLT, 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 this, 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:** | Changing Me | Includes Sex and Relationship Education in the context of looking at change |
| **Summer 2:** | Relationships | Includes understanding friendship, family, and other relationships, conflict resolution and communication skills. |

**Specific content overview:**

https://jigsawlivestcmsuk.blob.core.windows.net/umbraco-media/vlepknpa/pshe-3-11-knowledge-content-snapshot-overview.pdf

https://jigsawlivestcmsuk.blob.core.windows.net/umbraco-media/rsoc0243/11-16-pshe-snapshot-overview-2026.pdf

**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 45 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 Head of Lifeskills. Year 7-11 are taught by Head of Lifeskills, KS3 coordinator and the Deputy Head (DSL).

**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**

In Year 3-11 all classes/year groups will contribute to a class learning folder. This folder will show evidence of work throughout the year.

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

**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 – all emailed the content of the year
* Parents'/carers' evenings
* Information leaflets/displays

Parents can ask at any point to have access to the lesson materials. Jigsaw has the ability to ‘create a link that you can share with any parents who request to see the lesson planning for the current/upcoming Puzzle.' This may be especially relevant when delivering the RSHE element of the programme.

Parents can request this by contacting the relevant member of staff. Head of Lifeskills (Mr Hosking).

**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, marking and assessment 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 DSL/DDSL 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 management.
- Anti-Bullying.
- Safeguarding and Child Protection, including Preventing Radicalisation
- Visitors.
- E-Safety.

# RELATIONSHIP EDUCATION, RELATIONSHIP AND SEX EDUCATION (RSE/RSHE) POLICY

**Aims**

The aims of relationships, sex and health education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture and promote healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health
- Teach pupils the correct vocabulary to describe themselves and their bodies

**Statutory requirements**

As a primary (Pre-Prep and Prep) school, we provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017. We must also teach health education.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum and in the Jigsaw curriculum for PSHE.

In teaching RSHE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

As a secondary (Senior) school, we provide RSHE to all pupils under section 34 of the Children and Social Work Act 2017.

In teaching RSHE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

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.

## Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.

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 a meeting about the policy.

4. Pupil consultation – we investigated what exactly pupils want from their RSHE.

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

## Definition

### Pre-Prep and Prep

**Relationships and health education** will:

- Teach the skills and knowledge that form the building blocks of all positive relationships
- Support children from the start of their education to grow into kind, caring adults who:
    - Have respect for others
    - Know how to keep themselves safe
    - Have emotional awareness
- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing

- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health

**Senior**

**Relationships, sex and health education** will:

- Provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds
- Focus on pupils having respect for themselves and others
- Not normalise early sexual experimentation
- Cover a range of topics, including topics related to abusive behaviour, along with teaching pupils how to stay safe, including online
- Combine sharing information with exploring issues and values
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health
- Support pupils to understand their changing bodies and their feelings, how to protect their own health and wellbeing, and when a physical or mental health issue requires attention

Build on the primary health and wellbeing curriculum content

**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 45 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. Teachers also talk to the pupils and allow them to comment on their own progress.

After every half term topic area, learning and progress will be recorded on their progress sheets. Termly meetings take place at which 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.

**Pre-Prep and Prep**

Relationships education focuses on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe, including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Health education will:

- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing

Primary sex education taught in Year 5 and 6 and will be taught in line with the National Curriculum for science, and focus on:

- The main external body parts
- The human body as it grows from birth to old age (including puberty)
- Reproduction in some plants and animals
- How a baby is conceived (in line with the factual curriculum of conception set out in the science curriculum)

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams

- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

Pupils will be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

https://docs.google.com/document/d/1c-zvIbYtrZlpT4fjDQAsm00PUtIRmKPa/edit

(RSE Overview 3 – 11 Years)

**Senior**

RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, including:

- Families
- Respectful relationships, including friendships
- Online safety and awareness
- Being safe
- Intimate and sexual relationships, including sexual health

Health education will build on the primary health and wellbeing curriculum content.

RSHE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The RSHE curriculum will be delivered by appropriately trained members of staff.

Effective teaching will be participative and interactive and will give pupils opportunities to develop skills and to discuss and critically evaluate complex relationship scenarios. When teaching sensitive topics, teachers will consider using approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion, and using question boxes to allow pupils to raise issues anonymously.

Teachers will make sure that pupils understand the importance of equality and respect and learn about the law. This will include learning about the rights and protections from discrimination relating to the protected characteristics, including gender reassignment as set out in the Equality Act 2010, by the end of their secondary education.

The school will:

- Make sure that all pupils are taught the facts and the law about biological sex and gender reassignment, recognising that people have legal rights by virtue of their biological sex which are different from the rights of those of the opposite sex with the protected characteristic of gender reassignment. Pupils will also be taught to recognise that people with the protected characteristic of gender reassignment, as with the other protected characteristics, have protection from discrimination and should be treated with respect and dignity
- Be mindful in teaching the facts and the law about biological sex and gender reassignment that beyond the facts and the law about biological sex and gender reassignment there is significant debate
- Not endorse any particular view or teach this as fact – for example, the school will not teach as fact that all people have a gender identity
- Avoid:
    - Any language or activities that repeat or enforce gender stereotypes
    - Any suggestion that social transition is a simple solution to feelings of distress or discomfort

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

It is important for secondary pupils to know what the law says about certain topics covered in RSHE, particularly in relation to the law and young people. This will help pupils identify what is right and wrong, and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent

- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), ‘virginity testing’ and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- Online behaviours including image and information sharing (including sexual imagery, making or sharing nudes and semi-nudes and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- Pornography
- Abortion
- The protected characteristics
- The age of criminal responsibility

https://jigsawlivestcmsuk.blob.core.windows.net/umbraco-media/fohb2a5e/new-jigsaw-pshe-11-16-rshe-mapping-document.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;

https://jigsawlivestcmsuk.blob.core.windows.net/umbraco-media/vlepknpa/pshe-3-11-knowledge-content-snapshot-overview.pdf

https://jigsawlivestcmsuk.blob.core.windows.net/umbraco-media/rsoc0243/11-16-pshe-snapshot-overview-2026.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.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

**Use of resources**

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide a representative sample of the resources that the school plans to use.

We will ensure that parents/carers are able to view all curriculum materials used to teach RSHE on request.

Parents/carers are not able to veto curriculum content.

We will comply with any applicable copyright laws when sharing resources with parents or carers, and will include a statement that parents agree to as a condition of access that the content should not be copied or shared further except as authorised under copyright law.

**Use of external organisations and curriculum materials**

Whilst the school may work with external organisations to deliver the curriculum, it remains responsible for the content and the way in which pupils are taught.

We will make sure that any agency and any materials used are accurate, age and stage-appropriate, and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:

    - Are age-appropriate
    - Are in line with pupils' developmental stage
    - Are accessible for all pupils, including those with SEND
    - Are sensitive to pupils' needs
    - Comply with:
        - This policy
        - The Teachers' Standards
        - The Equality Act 2010
        - The Human Rights Act 1998
        - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
- Ask to see in advance any materials and lesson plans that the agency may use
- Know the named individuals who will be there, check the credentials of the visitor and/or visiting organisation, and follow our usual safeguarding procedures for these people
- Make sure the visitor understands and agrees in advance:
    - How confidentiality will work in any lesson
    - How safeguarding reports should be dealt with, in line with our school policies
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

- Consult parents/carers on the content of external resources on the topic of biological sex and gender reassignment in advance and make all materials available to them on request
- Avoid materials that use cartoons or diagrams that oversimplify the topics of biological sex and gender reassignment, that could be interpreted as being aimed at younger children, or that perpetuate stereotypes or encourage pupils to question their gender

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers. The school will communicate to agencies that it is legally obliged to have regard to the expectation that all content can be shared with parents and carers

**Roles and responsibilities**

The Board of Directors will approve the RSHE policy, and hold the headteacher to account for its implementation.

The board will ensure that:

- All pupils make progress in achieving the expected educational outcomes • teaching is accessible to all pupils with SEND
- Curriculum content and teaching materials are aligned with the guidance
- Clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSHE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny/misandry, homophobia, biphoboia, sexual violence/harassment, derogatory behaviour and stereotypes
- Where misogynistic ideas are expressed at school, challenging the ideas, rather than the person expressing them

- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL)

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

Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

**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 non statutory elements of RSE/RSHE lessons up to and until 3 terms before the pupil turns 16. After this point, if the pupil wishes to receive sex education rather than being withdrawn, the school will arrange this. We will make sure that pupils know they have this option.

In the event that a pupil is withdrawn, the Head of lifeskills 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.

Requests to withdraw their child from the non statutory elements of RSE/RSHE should be put in writing to the Head of Lifeskills (Mr Hosking).

**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.