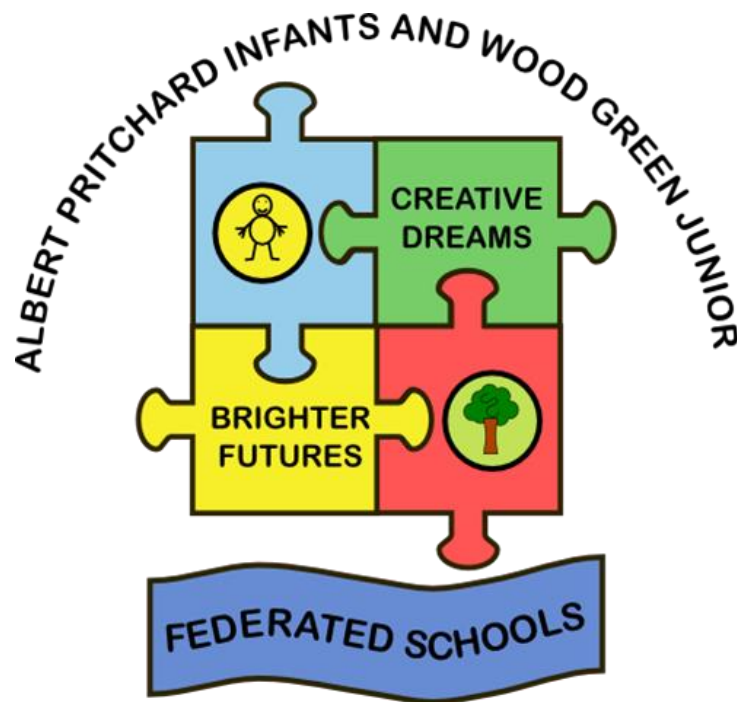


# Albert Pritchard Infant and Wood Green Junior Federated Schools



## PSHE (Personal, Social, Health Education) Policy including Relationships Education, Sex Education and Health Education (RSHE) Policy

December 2025

To be reviewed: December 2026

## **Introduction**

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

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

An amendment to the Children and Social Work Act 2017 made Relationships and Health Education at primary; and Relationships, Sex, and Health Education at secondary, statutory subjects. The DfE guidance on Relationships, Health and Sex Education for governing bodies became active in September 2020 and updated statutory guidance for Relationships, Sex and Health Education (RHSE) was published in 2025.

This PSHE policy is also informed by DfE guidance on Relationships, Sex and Health Education (as above), preventing and tackling bullying (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 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, March 2013 and Keeping Children Safe in Education, 2018) and equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014).

## **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 Overview
Block 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Block 2 :	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Block 3 :	Dreams and Goals	Includes goal-setting, aspirations and resilience building
Block 4 :	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
Block 5 :	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Block 6 :	Changing Me	Includes Sex and Relationship Education in the context of looking at and managing change

## **Relationship and Sex Education (Relationships, Sex and Health Education)**

Also see SRE Policy

### **Definition of Relationships, Sex and Health Education (RSHE)**

From September 2020, Relationships Education was made compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the '*changing adolescent body*', included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019). Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and wellbeing. This is why the DfE recommend: "...that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and drawing on knowledge of the human life cycle set out in the national curriculum for science-how a baby is conceived and born." (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, paragraph 67).

### **Compulsory aspects of Relationships, Sex and Health Education.**

The sex education contained in National Curriculum science (Key Stages 1-4) is compulsory in maintained schools. 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)

Children should learn 'how a baby is conceived and born' before they leave primary school' (1.16)

RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

### **Sex and Relationships Education (SRE) is an important part of PSHE Education (DfE, 2014).**

When any school provides RSE they must have regard to the Secretary of States guidance; this is a statutory duty. Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2019, Education Inspection Framework Para 28).

It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

RSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Confidentiality Policy
- Drug and Alcohol Education Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- RE Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- Special Educational Needs Policy

### **The role of the Executive Headteacher, Governing body and Inclusion Managers**

It is the responsibility of the Governors to ensure that as well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:

all pupils make progress in achieving the expected educational outcomes in regard to RSHE;

RSHE is well led, effectively managed and well planned;

the quality of RSHE provision is subject to regular and effective self-evaluation;

teaching is delivered in ways that are accessible to all pupils with SEND;

clear information is provided for parents on the subject content and the right to request that their child is withdrawn;

and, the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

The Inclusion Managers liaise with external agencies regarding the school RSHE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The Executive Headteacher monitors this policy on a regular basis and with the Inclusion Managers, report to governors, when requested, on the effectiveness of the policy.

Monitoring and Review

The RSHE policy is evaluated on an annual basis. It's findings and recommendations are reported to the full governing body, as necessary, if the policy needs modification. The Governors give serious consideration to any comments from parents about the sex education programme and makes a record of all such comments. Governors require the Executive Headteacher to keep a written record, giving details of the content and delivery of the RSE programme that is taught in your school. Governors scrutinise materials to check they are in accordance with the school's ethos. Parents and carers have the right to see sample materials used within the teaching of RHSE and can do so by prior appointment with the Inclusion Managers.

### **Equalities**

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education

Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

*“Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.”* (DfE, 2019)

## **RSE Content**

The grid below shows the Relationships education content to be covered by the end of primary

Area	Curriculum content
Families and people who care for me	<ol style="list-style-type: none"> <li>1. That families are important for children growing up safe and happy because they can provide love, security and stability.</li> <li>2. The characteristics of safe and happy family life, such as 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.</li> <li>3. That the families of other children, 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.</li> <li>4. That stable, caring relationships are at the heart of safe and happy families and are important for children’s security as they grow up.</li> <li>5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ol>
Caring friendships	<ol style="list-style-type: none"> <li>1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.</li> <li>3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.</li> <li>4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</li> <li>5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.</li> <li>6. How to manage conflict, and that resorting to violence is never right.</li> <li>7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.</li> </ol>
Respectful, kind relationships	<ol style="list-style-type: none"> <li>1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.</li> <li>2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.</li> <li>3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.</li> <li>4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.</li> <li>5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.</li> </ol>

	<p>6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</p> <p>7. The conventions of courtesy and manners.</p> <p>8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.</p> <p>9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.</p> <p>10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.</p> <p>11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.</p>
Online safety and awareness	<p>1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.</p> <p>2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.</p> <p>3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.</p> <p>4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.</p> <p>5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.</p> <p>6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.</p>
Being Safe	<p>1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.</p> <p>2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.</p> <p>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.</p> <p>5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.</p> <p>6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.</p> <p>7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.</p>

### **The right of withdrawal from September 2020**

Parents will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty).

Parents will be able to withdraw their children from any aspects of Sex Education other than those which are part of the science curriculum.

Head teachers in primary schools must grant requests to withdraw a pupil from sex education, other than where it is part of the science curriculum.

Where pupils are withdrawn from sex education, schools should document the process and will have to *'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'*

### **Working with parents and carers**

The government guidance on Relationships, Sex Education and Health Education (DfE, 2019) emphasises the importance of schools working in partnership with parents and carers.

Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, and it is not possible to withdraw pupils from these relatively limited and unplanned discussions. Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSHE. Good communication and opportunities for parents to understand and ask questions about the school's approach can help increase confidence in the curriculum.

Parents/carers are able to request to see all RSHE resources and materials. This includes any materials from external providers. (See our Parental Engagement document for further guidance)

### **Girl's understanding of sanitary products and disposal in school**

As part of lessons on puberty girls will be made aware of the procedures in place for accessing and the safe disposal of sanitary products. The school is aware that period poverty can be an issue for some pupils and will to the best of its ability ensure that girls have access to appropriate sanitary products during school time.

### **Health Education including substance education, mental health education and safety education**

Effective Health Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others' health and well-being.

### **Moral and Values Framework**

The Health Education programme at our school reflects the school ethos and demonstrates and encourages the following many of our Values than we encompass in our Values Curriculum. (See our Values policy for further guidance)

### **Health Content**

The grid below shows the primary health and well being content that will be covered by the end of primary.

Area	Curriculum content
General wellbeing	<ol style="list-style-type: none"><li>1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.</li><li>2. The importance of promoting general wellbeing and physical health.</li><li>3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.</li><li>4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.</li></ol>

	<p>5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>6. That isolation and loneliness can affect children, and the benefits of seeking support.</p> <p>7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.</p> <p>8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.</p> <p>9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p> <p>10. That it is common to experience mental health problems, and early support can help.</p>
Wellbeing online	<p>1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.</p> <p>2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.</p> <p>3. The benefits of limiting 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.</p> <p>4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.</p> <p>5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.</p> <p>6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.</p> <p>7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.</p> <p>8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.</p> <p>9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.</p> <p>10. That they have rights in relation to sharing personal data, privacy and consent.</p> <p>11. Where and how to report concerns and get support with issues online.</p>
Physical health and fitness	<p>1. The characteristics and mental and physical benefits of an active lifestyle.</p> <p>2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity.</p> <p>3. The risks associated with an inactive lifestyle, including obesity.</p> <p>4. How and when to seek support including which adults to speak to in school if they are worried about their health.</p>
Healthy eating	<p>1. What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>2. Understanding the importance of a healthy relationship with food.</p> <p>3. The principles of planning and preparing a range of healthy meals.</p> <p>4. 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).</p>
Drugs, alcohol, tobacco and vaping	<p>1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.</p>
Health protection	<p>1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p>

and prevention	<p>2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.</p> <p>4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.</p> <p>5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.</p>
Personal safety	<p>1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.</p> <p>2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.</p>
Basic first aid	<p>1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.</p> <p>2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.</p>
Developing bodies	<p>1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.</p> <p>2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.</p> <p>3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.</p>

### **How is Jigsaw PSHE organised in our Federation?**

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. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

There are six Puzzles in Jigsaw that are designed to progress in sequence from Autumn to June/July. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece (lesson) has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health Education guidance but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

Teachers are responsible for the delivery of Jigsaw. Teachers will deliver the RSHE module in all year groups.

The Inclusion Manager, Executive Headteacher and Governors will be responsible for monitoring and evaluation.

## **Differentiation/SEND**

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 (lesson) to meet the needs of the children in their classes. At Albert Pritchard Infants and Wood Green Junior Federated Schools, we ensure that Relationships Education, RSE and Health Education is accessible for all pupils.

## **Safeguarding**

Teachers are aware that sometimes disclosures may be made during Jigsaw lessons; in which case, safeguarding procedures will be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. Teachers will allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed. (See our Safeguarding policy for further guidance)

## **Monitoring and evaluation**

The PHSE/SHE Lead 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

Lesson observations

Book scrutiny

Pupil perceptions

## **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 RSHE programme. Their input should be carefully planned and monitored so as to fit into and complement the programme.

School will review all materials used by external providers in advance, check credentials of any visitor/visiting organisation and agree how safeguarding concerns will be handled.

Teachers MUST always be present during these sessions and remain responsible for the delivery of the Jigsaw RSHE 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 (lesson) – by using The Class Charter. It needs to include the aspects below:

The Class 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.

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

Both formal and informal RSHE 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 Child Protection Coordinator if they are concerned.

Our school believes that RSHE should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces (lessons) that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. LGBT+ bullying is dealt with strongly yet sensitively.