



# SCHOOL OPERATING POLICY



## RSE/PSHE POLICY

Date Ratified: June 2021  
Review Date: June 2022

Introduction

RSE is the acronym used by the government which represents compulsory Relationships and Sex Education within UK schools. At Kelvin Hall School we recognise this as PSHE.

All schools must provide a RSE/PSHE 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 Personal Development 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.

The Right Honourable Justine Greening, then-Secretary of State for Education, announced, on March 1<sup>st</sup> 2017, that it was her intention to make Relationships Education statutory in Primary schools from September 2019 and that content guidance will be published prior to that.

The Children and Social Work Act 2017 placed a duty on the Secretary of State for Education to make the new subjects of Relationships and Sex Education (RSE) at secondary compulsory through regulations. The Act also provides a power for the Secretary of State to make Personal, Social, Health and Economic Education (PSHE), or elements of the subject, mandatory in all schools. The department engaged with a wide range of interested organisations and conducted a call for evidence on the content of the subjects, and the status of PSHE.

The guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers can be seen [here](#). It will come into force in September 2020. Until September 2020, the DfE guidance (2000) is a school's duty to provide; this *policy* reflects the 2020 guidance.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

We are confident that the RSE/PSHE curriculum covers all aspects of Relationships and Sex Education and Health Education in an age-appropriate way; if there are any gaps, Jigsaw will provide schools with materials to ensure all statutory duties are fulfilled, at no cost. Likewise, this policy will be updated in line with any new government guidance.

This RSE/PSHE policy is informed by existing DfE guidance on:

- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)
- [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 (updated February 2019), [Keeping Children Safe in Education, 2019](#))
- [Equality](#) (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, updated June 2018). Schools should pay particular attention to the [Public sector equality duty \(PSED\)](#) (s.149 of the Equality Act).
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)

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

The RSE/PSHE meets all the outcomes in the [PSHE Association Programmes of Study, 2020](#).

### **Aim of the RSE/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 the RSE/PSHE (including Relationships Education, Relationships and Sex Education (RSE) and Health Education) using Jigsaw resources and the use of external agencies including MESMAC.

### **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 secondary phase (11-16), as the table below demonstrates:

Puzzle name	Content
<b>Being Me in My World</b>	Includes understanding self-identity, cultural diversity, society and social groups, political influences, independence, social media, online safety, perceptions, legislation
<b>Celebrating Difference</b>	Includes anti-bullying (online and homophobic bullying included) and diversity, through the nine protected characteristics, challenging prejudice and discrimination, stereotyping, equality, equity
<b>Dreams and Goals</b>	Includes goal-setting, aspirations, working together, recovering from setbacks, SMART planning, choices, responsibilities, keeping safe, employability, mental health and illness, jobs and legislation, resilience
<b>Healthy Me</b>	Includes mental and physical health, drugs and alcohol education, self-esteem and confidence, healthy lifestyle choices, sleep, the brain, vaccinations, choices and consequences, sexual health, relationships, sex
<b>Relationships</b>	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, assertiveness, consent, change, online/social media relationships, media, sexual health, power, stages of relationships
<b>Changing Me</b>	Includes puberty and body development, pregnancy, family types, relationships and what affects them, sexuality, accessing support, mental health, gender identity

Please note that this table of content is not exhaustive and does not reflect what is taught in each year group.

## Relationships and Sex Education update

Since the then-Right Honourable Justine Greening, Secretary of State for Education, announced, on March 1<sup>st</sup> 2017, that it was her intention to make Relationships Education statutory in Primary schools from September 2019, the DfE has made Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. Much of this content continues to be taught across the curriculum, with elements of sex education taught through science, Internet Safety through IT lessons, and Health Education taught through PE, Food, and English lessons.

### ***What does the new Relationships Education cover?***

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. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental well-being, identify when relationships are not right and understand how such situations can be managed.

RSE should provide clear progression from what is taught in primary school in Relationships Education. Teachers should build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

As in primary, secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth. There are many ways in which secondary schools should support the development of these attributes, for example by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There should be an equal opportunity to explore the features of stable and healthy same-sex relationships. This will be integrated appropriately into the RSE/PSHE programme, rather than addressed separately or in only one lesson.

Pupils should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Schools should address the physical and emotional damage caused by female genital mutilation (FGM). They should also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, pupils may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. Schools should also be mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, the school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

Internet safety should also be addressed. Pupils should be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils should have a strong understanding of how data is generated, collected,

shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

Some pupils are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader Relationships Education can help young people understand acceptable behaviours in relationships.

The new guidance states that Relationships Education should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBTQIA+ and gender equality, in line with the Equalities Act 2010.

The Sex Education Forum defines Relationships and Sex Education (RSE) as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

### **What else do schools need to know?**

Health Education will be mandatory in all primary schools in England (except Independent Schools who have separate requirements on PSHE education as per the Independent Schools Standard) from Spring 2021. Health Education includes a section for primary and secondary schools on puberty, the changing adolescent body, menstrual wellbeing and the menstrual cycle.

Relationships Education, Health Education, science and sex education work together to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong.

Effective RSE/PSHE 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 well-being.

RSE/PSHE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

*"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights."*

Report to the UN General Assembly - July 2010 | Item 69, paragraph 18

### **RSE/PSHE policy requirements**

Secondary schools must have a written policy on RSE/PSHE. Schools must consult parents in developing and reviewing their policy and should ensure the policy meets the needs of pupils and parents and reflects the community they serve. Schools must provide a copy of the policy at no cost to anyone who asks for one and should also publish the policy on the school website.

The policy must:

- Define the subjects being taught (Relationships Education, RSE, sex education)
- Set out the subject content, how it is taught and who is responsible for teaching it
- Describe how the subject is monitored and evaluated.
- Include information to clarify parental right to request their child is excused

The DfE guidance states that all schools must have in place a written policy for Relationships Education and RSE/PSHE. Schools must consult parents in developing and reviewing their policy. Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve. It should be freely available and be published on the school's website.

The policy should:

<i>Policies for mandatory subjects</i>		<i>Policy for non-mandatory subjects</i>
<b>For primary education<sup>9</sup></b>	<b>For secondary education</b>	<b>For primary schools that may choose to teach sex education</b>
Define Relationships Education	Define Relationships and Sex Education	Define any sex education they choose to teach other than that covered in the science curriculum.
Set out the subject content, how it is taught and who is responsible for teaching it.		
Describe how the subject is monitored and evaluated.		
Include information to clarify why parents <i>do not</i> have a right to withdraw their child.	Include information about a parent's right to request that their child be excused from sex education within RSE only.	Include information about a parent's right to request that their child be excused.

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

- Anti-Bullying Policy
- Behaviour and Discipline Policy
- Data Protection Policy
- Anti-Smoking Policy
- Code Of Conduct
- Equality And Diversity Policy
- Health and Safety Policy
- ICT Acceptable Usage Policy
- Inclusion Policy
- Collective Worship Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- Special Educational Needs Policy

***The role of the headteacher***

It is the responsibility of both the headteacher and Subject Leader of PSHE, Melanie Conway, to ensure that staff and parents are informed about the RSE/PSHE policy, and that the policy is implemented effectively. It is also the headteacher's and Subject Leader of PSHE's responsibility to

ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

Under the support of the Headteacher, Senior leader Karen Russell and the Subject Leader of PSHE Melanie Conway-Davis work with external agencies regarding the school RSE/PSHE programme and ensure that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. These members will monitor this policy on a regular basis and report to governors, when requested, on the effectiveness of the policy.

### ***Monitoring and Review***

A designated member of the governing body monitors this policy on an annual basis. This governor, along with the Subject Leader of PSHE, reports its findings and recommendations to the full local governing body, as necessary, if the policy needs modification. The governor and Subject Leader of PSHE gives serious consideration to any comments from parents about the RSE/PSHE programme, and makes a record of all such comments. Governors require the school to hold records giving details of the content and delivery of the RSE/PSHE programme that is taught in your school (via school curriculum plans). Governors should scrutinise materials to check they are in accordance with the school's ethos.

### ***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 (LGBTQIA+). Inclusive RSE/PSHE 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.”

## Relationships and Sex Education (RSE): Primary – what has been taught so far?

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

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

	<b>Pupils should know...</b>	<b>How Jigsaw provides the solution</b>
<b>Families</b>	<ul style="list-style-type: none"> <li>● that there are different types of committed, stable relationships.</li> <li>● how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>● what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>● why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>● the characteristics and legal status of other types of long-term relationships.</li> <li>● the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>● how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>	<p>All of these aspects are covered in lessons within the Themes</p> <ul style="list-style-type: none"> <li>● Relationships</li> <li>● Changing Me</li> <li>● Celebrating Difference</li> <li>● Being Me in My World</li> <li>● Healthy Me</li> </ul>
<b>Respectful relationships, including friendships</b>	<ul style="list-style-type: none"> <li>● the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.</li> <li>● practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>● how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>● that in school and in wider society they can expect to be treated with respect by others, and that in</li> </ul>	<p>All of these aspects are covered in lessons within the Themes</p> <ul style="list-style-type: none"> <li>● Relationships</li> <li>● Changing Me</li> <li>● Celebrating Difference</li> <li>● Healthy Me</li> <li>● Dreams &amp; Goals</li> </ul>

	<p>turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</p> <ul style="list-style-type: none"> <li>● about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>● that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>● what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>● the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>	
<b>Online and media</b>	<ul style="list-style-type: none"> <li>● their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>● about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>● not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>● what to do and where to get support to report material or manage issues online.</li> <li>● the impact of viewing harmful content.</li> <li>● that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>● that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>● how information and data is generated, collected, shared and used online.</li> </ul>	<p>All of these aspects are covered in lessons within the Themes</p> <ul style="list-style-type: none"> <li>● Relationships</li> <li>● Changing Me</li> <li>● Celebrating Difference</li> <li>● Healthy Me</li> <li>● Dreams and Goals</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>● the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>● how people can actively communicate and recognise consent from others, including sexual</li> </ul>	<p>All of these aspects are covered in lessons within the Themes</p> <ul style="list-style-type: none"> <li>● Relationships</li> <li>● Changing Me</li> <li>● Celebrating Difference</li> <li>● Healthy Me</li> </ul>

	<p>consent, and how and when consent can be withdrawn (in all contexts, including online).</p>	<ul style="list-style-type: none"> <li>• Being Me in My World</li> <li>• Dreams and Goals</li> </ul>
<p><b>Intimate and sexual relationships, including sexual health</b></p>	<ul style="list-style-type: none"> <li>• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>• the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>	<p>All of these aspects are covered in lessons within the Themes</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Healthy Me</li> </ul>

## **The Law**

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

## **How can schools involve parents/carers?**

Involving parents is integral to the new guidance. Paragraph 41 states that ‘All schools should work closely with parents when planning and delivering these subjects. Schools should ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.’

The guidance provides a reminder that ‘many schools build a good relationship with parents on these subjects over time – for example, by inviting parents to discuss what will be taught, address any concerns and help support parents in managing conversations with their children on these issues’.

To maintain dialogue, Kelvin Hall school runs an annual short survey to parents/carers so they can ask questions about our curriculum or to find out how they can support further at home.

## **Physical health and mental well-being education in Secondary schools – what should be included and how does Jigsaw provide the solution?**

It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves. In secondary school, teaching should build on primary content and should introduce new content to older pupils at appropriate points. This should enable pupils to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively. This knowledge should enable pupils to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin.

Teaching about the impact of puberty, which will have started in primary school, should continue in secondary school, so that pupils are able to understand the physical and emotional changes, which take place at this time and their impact on their wider health and wellbeing.

Emphasis should continue to be given to steps pupils can take to protect and support their own health and wellbeing. They should know that there is a relationship between good physical health and good mental wellbeing and that this can also influence their ability to learn. Teachers should cover self-care, the benefits of physical activity and time spent outdoors. This should be linked to information on the benefits of sufficient sleep, good nutrition and strategies for building resilience.

Pupils should also be taught about problems and challenges. This should include factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions. Schools may also choose to teach about issues such as eating disorders.

Kelvin Hall School will continue to develop knowledge on topics covering the following content by the end of secondary:

By the end of *secondary* school:

	<b>Pupils should know</b>	<b>How Jigsaw provides the solution</b>
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>● how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>● that happiness is linked to being connected to others.</li> <li>● how to recognise the early signs of mental wellbeing concerns.</li> <li>● common types of mental ill health (e.g. anxiety and depression).</li> <li>● how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> <li>● the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>	<p>All of these aspects are covered in lessons within the Themes</p> <ul style="list-style-type: none"> <li>● Changing Me</li> <li>● Healthy Me</li> <li>● Relationships</li> <li>● Dreams and Goals</li> </ul>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>● the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</li> <li>● how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul>	<p>All of these aspects are covered in lessons within the Themes</p> <ul style="list-style-type: none"> <li>● Relationships</li> <li>● Dreams and Goals</li> <li>● Healthy Me</li> <li>● Being Me in My World</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>● the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>● the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.</li> </ul>	<p>All of these aspects are covered in lessons within the Themes</p> <ul style="list-style-type: none"> <li>● Healthy Me</li> <li>● Dreams and Goals</li> </ul>

	<ul style="list-style-type: none"> <li>● about the science relating to blood, organ and stem cell donation.</li> </ul>	
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>● how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>	<p>All of these aspects are covered in lessons within the Themes</p> <ul style="list-style-type: none"> <li>● Healthy Me</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>● the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> <li>● the law relating to the supply and possession of illegal substances.</li> <li>● the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>● the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>● awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>● the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul>	<p>All of these aspects are covered in lessons within the Themes</p> <ul style="list-style-type: none"> <li>● Healthy Me</li> <li>● Relationships</li> <li>● Dreams and Goals</li> <li>● Changing Me</li> </ul>
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>● about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>● about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>● (late secondary) the benefits of regular self-examination and screening.</li> <li>● the facts and science relating to immunisation and vaccination.</li> <li>● the importance of sufficient good quality sleep for good health and how a lack of</li> </ul>	<p>All of these aspects are covered in lessons within the Themes</p> <ul style="list-style-type: none"> <li>● Healthy Me</li> <li>● Being Me in My World</li> <li>● Dreams and Goals</li> </ul>

	<p>sleep can affect weight, mood and ability to learn.</p>	
<p><b>Basic first aid</b></p>	<ul style="list-style-type: none"> <li>● basic treatment for common injuries.</li> <li>● life-saving skills, including how to administer CPR.</li> <li>● the purpose of defibrillators and when one might be needed.</li> </ul>	<p>All of these aspects are covered in lessons within the Themes</p> <ul style="list-style-type: none"> <li>● Healthy Me</li> <li>● Dreams and Goals</li> <li>● Being Me in My World</li> </ul>
<p><b>Changing adolescent body</b></p>	<ul style="list-style-type: none"> <li>● key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>● the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>	<p>All of these aspects are covered in lessons within the Themes</p> <ul style="list-style-type: none"> <li>● Changing Me</li> </ul>

### Jigsaw RSE/PSHE Content

The grid below shows sex education lessons and learning intentions for each year group.

<b>Year Group</b>	<b>Topic</b>	<b>Lesson amount</b>	<b>Learning Intentions</b>
7	Changing Me	1	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the changes that happen during puberty</li> <li>• Recognise that people develop at different rates during puberty</li> </ul> <p>Know where to access help and support if I am worried or concerned about puberty</p>
		2	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> <li>• Know how a baby is conceived naturally</li> <li>• Know there are other ways a baby can be conceived e.g. IVF</li> <li>• Understand how a baby develops inside the uterus and is born</li> <li>• Know there are different choices people can make about conception, pregnancy and having a baby</li> <li>• Appreciate that a baby comes with responsibilities</li> </ul>
		3	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> <li>• Tell you a range of changes that are happening to me that are preparing me for adulthood</li> </ul>
8	Changing Me	5	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the changes that happen during puberty</li> <li>• Recognise that people develop at different rates during puberty</li> <li>• Tell you a range of changes that are happening to me that are preparing me for adulthood</li> <li>• Know where to access help and support if I am worried or concerned about puberty</li> </ul>
9	Relationships	3	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> <li>• Understand that pornography and some media images give a false impression of sex and sexual relationships</li> </ul>

			<ul style="list-style-type: none"> <li>● Challenge stereotypical ideas of ‘ideal’ males and females</li> <li>● Know about sex and the law as applied to online and social media</li> <li>● Be reassured that my adolescence is normal for me</li> </ul>
	Relationships	4	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> <li>● Know about the different contraception methods available</li> <li>● Know that contraception is important for sexual health as well as preventing a pregnancy</li> <li>● Know that communication and negotiation about contraception use is important</li> <li>● Understand that information and facts are vital in making an informed choice about contraception if and when needed</li> <li>● Know how to access advice and information about sexual health</li> <li>● Know about sex and the law</li> <li>● Understand there could be consequences for people who choose to have unprotected sex</li> <li>● Know about different sexually transmitted infections</li> <li>● Know about sexual health clinics and how to access help and support if I have unprotected sex</li> <li>● Know some of the options available if I have unprotected sex</li> </ul>
	Relationships	6	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> <li>● Identify some of the choices and consequences about starting and intimate /sexual relationship</li> <li>● Understand that choice and respect underpin safe and healthy intimate relationships</li> </ul>
10	Changing Me	3	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> <li>● Understand the range of relationship changes that individuals can experience, including with self.</li> <li>● Identify the change that some people may experience in relation to sexual identity and gender</li> </ul>

			<ul style="list-style-type: none"> <li>● Understand spectrum of sexuality and gender including appropriate vocabulary</li> <li>● Discuss the reality and myths surrounding sexual identity and gender</li> <li>● Describe where to find help and support around sexual identity and gender</li> </ul>
	Changing Me	4	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> <li>● Explain there is a spectrum of gender and sexuality</li> <li>● Know that sexuality is different from gender diversity</li> <li>● Know that for some people, gender identity and sexuality is fluid and for others it is fixed</li> <li>● Know that LGBTQ people are protected by law and have some equal rights</li> <li>● Know how to access support if worried about sexuality or gender issues</li> </ul>
11	Relationships	3	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> <li>● Empathise that 'coming out' can be challenging for some LGBTQ people and it is up to them to choose the right time for this</li> <li>● Understand that the media often shows stereotypical LGBTQ people and relationships, and within this community there is diversity which may not always be represented in what we see</li> <li>● Know that being LGBTQ is different for each individual and there is no 'normal' way of being or expressing being LGBTQ</li> <li>● Know how to access support and advice about LGBTQ issues</li> </ul>
	Relationships	6	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> <li>● Tell you why sexual and reproductive health is important</li> <li>● Suggest ways I can look after my sexual and reproductive health</li> <li>● Suggest ways to manage healthy and safe intimate relationships</li> </ul>

## **Drug and Alcohol Education**

Definition of 'Drugs':

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug and Alcohol 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 health and well-being.

## **Moral and Values Framework**

The Drug and Alcohol Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

## ***Jigsaw Drug and Alcohol Education Content***

The grid below shows specific Drug and Alcohol Education learning intentions for each year group in the 'Healthy Me' topic.

**Note** that these lessons focus on drugs, alcohol and other substances; other lessons within Healthy Me (and other topics) examine why people use substances, behaviour change and choice/consequences – all of which help to make a complete picture of relevant drug and alcohol education for 11-16-year-olds.

<b>Year Group</b>	<b>Topic</b>	<b>Lesson number</b>	<b>Learning Intentions</b>
7	Healthy Me	3	By the end of this session I will be able to: <ul style="list-style-type: none"> <li>● Know about different substances and their effects on the body</li> <li>● Know why some people choose to use substances</li> <li>● Suggest alternative ideas to enjoy myself/make me feel good rather than using a substance</li> </ul>
	Healthy Me	5	By the end of this session I will be able to: <ul style="list-style-type: none"> <li>● Understand the role of medicines on health</li> <li>● Describe how vaccinations work</li> <li>● Discuss the benefits and perceived risks associated with vaccines</li> </ul>
8	Healthy Me	5	By the end of this session I will be able to: <ul style="list-style-type: none"> <li>● List the substances, both legal and illegal that are commonly used to affect mood.</li> <li>● Describe how substances can affect physical health</li> <li>● Describe how substances can affect emotional health</li> <li>● Understand the role of medicines on health</li> <li>● Describe how vaccinations work</li> <li>● Discuss the benefits and perceived risks associated with vaccines</li> </ul>
9	Healthy Me	3	By the end of this session I will be able to: <ul style="list-style-type: none"> <li>● Understand the physical effects of alcohol</li> <li>● Understand the psychological effects of alcohol including the impact on decision making</li> <li>● Understand some of the legalities around alcohol consumption and supply</li> <li>● Understand the effects of alcohol dependency</li> <li>● Know where to access help if concerned about alcohol</li> </ul>
	Healthy Me	4	By the end of this session I will be able to: <ul style="list-style-type: none"> <li>● Know how substances are grouped and classified and the reasons for this</li> <li>● Understand the physical and psychological effects of some substances</li> <li>● Understand some of the legalities around the possession and supply of substances</li> </ul>

			<ul style="list-style-type: none"> <li>● Know where to access help if concerned about substances</li> </ul>
10	Healthy Me	5	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> <li>● Assess the risks associated with the misuse of drugs</li> <li>● Assess the mental/psychological risks of long term drug use</li> <li>● Understand the steps that can be taken to maximise benefits and minimise harm from drug use</li> <li>● Acknowledge the associations between the misuse of drugs and increased physical risks including accidents, violence, mental health issue, overdose etc</li> </ul>
11	Healthy Me	5	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> <li>● Give examples of legislation around the possession and supply of drugs, tobacco and other substances</li> <li>● Explain the legal consequences of breaching the Equality Act</li> <li>● Assess the impact of substance supply and misuse on the range of people involved in a scenario</li> <li>● Explain why coercive control, and violence can be associated with supply and possession of illegal substances</li> <li>● Assess risk in situations involving drugs and substances</li> <li>● Suggest ways to keep myself and others safe in regard to alcohol and substances</li> <li>● Know how and where to access advice and support if I am concerned about alcohol of substance misuse</li> </ul>

## Policy fundamentals

### 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 (Topic) at the same time.

There are six topics in Jigsaw that are designed to progress in sequence from September to July. Each topic has six lessons.

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

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

- Parents/Carers have been consulted about the schools RSE/PSHE provision via a letter sent out outlining what RSE/PSHE at Kelvin Hall is and where to access the school policy, a Google form survey to receive any feedback/concerns and the RSE/PSHE policy is available for parents/carers to access and view on the Kelvin Hall website.
- The needs of particular pupils, such as special educational needs and disabilities will be met through teacher engagement. All teachers have a responsibility to ensure students' EHCP and Social and Emotional needs are thoroughly understood and plans are met. It is the responsibility of the teacher to raise any concerns about pupil participation with the SENCO. In consultation with the Headteacher and the Lead of the ASC base at Kelvin Hall School, appropriate aspects of the RSE/PSHE curriculum will be taught following judgement of the students in this provision and of their special educational needs.
- Provision is inclusive of all pupils and consistent with the equalities duties. Teachers in the Personalised Learning Department will deliver 1 hour of PSHE curriculum a week which is appropriate to the age and year of the pupils.
- Progression in the RSE/PSHE is ensured and monitored through effective tracking. All students complete a reflective activity at the start of a new topic then also revisit this and complete a self assessment to see the progress made. This allows for teachers to address any common gaps/misunderstandings in the knowledge of the students and respond to any unanswered questions. Further support and guidance is given to students to find extra external support and information where needed and appropriate.
- **The governor with responsibility for SMSC, PSHE, Careers, and the Wider curriculum at Kelvin Hall School is to be confirmed subject to changes within the Kelvin Hall LGB.**

### Differentiation/SEND

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

If any changes are implemented nationally, Jigsaw will make the necessary amendments and offer this free update to all its schools.

Schools need to demonstrate how delivery of the content will be made accessible to all pupils, including those with SEND. Schools should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE/PSHE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects. In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

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.

Lessons are also tailored and adapted to suit our local needs further by the school's Subject Leader of PSHE, Melanie Conway.

### **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 [Child Protection Policy](#) is followed.

In teaching Relationships Education and RSE/PSHE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBTQIA+, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBTQIA+ content at a timely point as part of this area of the curriculum.

### **Assessment**

Teachers will be eager to ensure students are making progress with their learning throughout their Jigsaw experience. Therefore, from Ages 12-13 onwards, each Theme includes a lesson where the activities lend themselves to providing students with the opportunity to reflect on their progress throughout that Theme as well as being able to ask any questions they still may have about any topics covered.

### **Recording and tracking progress**

It is important that as a school we gather feedback from students and staff on how they feel Jigsaw is working. For pupils this is gathered through a self assessment questionnaire at the end of each Theme (half termly) and from staff through an online questionnaire every term. Based on this feedback, Jigsaw resources are adapted to ensure they are relevant and effectively address the needs of our students.

## Monitoring and evaluation

The Subject Leader of PSHE, Melanie Conway, 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 - this is done via a short Google survey which is sent out to both staff and pupils for feedback on a termly basis.
- 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. At Kelvin Hall School we work closely with MESMAC for the deliverance of the sex education aspects of the RSE/PSHE curriculum and HeadStart. Other appropriate external agencies from the local area are also used to give students valuable experiences and opportunities to speak to those who specialise in these areas.

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 students 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 Theme – students and teachers create their own at the start of the year. It needs to include the following aspects:

### *The Jigsaw Charter*

#### **Everyone has the right to...**

Participate or pass

Listen and speak

Privacy

An opinion

Learn

#### **Everyone has the responsibility to...**

Allow others to participate or pass

Listen and allow others to speak

Maintain privacy

Respect difference of opinion

Allow others to learn

## 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/PSHE- and Drug and Alcohol Education-related issues are varied. However, while personal views are respected, all RSE/PSHE and Drug and Alcohol Education lessons 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/PSHE 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 Safeguarding Lead, Paul Fraser, and appropriate Head of Year (Deputy Safeguarding Leads) if they are concerned.

Our school believes that RSE/PSHE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw lessons that cover RSE, 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. Any type of bullying that is related to sexuality 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 RSE/PSHE programme. Parents and carers are/will be given the opportunity to find out about and discuss the Jigsaw RSE/PSHE programme through:

- \* Annual survey
- \* Parents'/carers' evenings
- \* Policy displayed on the school website

### **Pupil Consultation:**

- It is useful for pupils to be consulted on their own personal, social and citizenship development. Ask pupils either in individual classes 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 alongside already established programmes such as the peer mentoring system.
- Students are consulted on a regular basis at Kelvin Hall School through the provision of lessons. Students are sent a short Google form survey every term to give anonymous feedback about the RSE/PSHE provision, the progress they feel they are making and amendments or improvements they would like to see be implemented. Students also, through the reflective and self assessment opportunity at the beginning and the end of each topic, are given the opportunity to voice their opinions and discuss any implementation opportunities to improve the provision given in lessons.

### **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 Handbook
- Code Of Conduct Policy
- Equality And Diversity Policy
- Child Protection Policy

### **Training and support for staff**

All staff who teach the RSE/PSHE curriculum benefit from Jigsaw PSHE training in order to enhance their RSE/PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis via the Google survey and staff meetings and relevant support is provided. The Google survey allows the opportunity for staff to give feedback about the RSE/PSHE curriculum and highlight any areas where they would like to improve their knowledge or be trained further in.

In addition to this, support for teaching and understanding RSE/PSHE issues is incorporated in our staff INSET programme for those staff teaching the content in curriculum time or in Tutor Time, drawing on staff expertise from the Subject Leader of PSHE.

### **Dissemination**

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

### **Confidentiality and Child Protection/Safeguarding Issues**

As a general rule, a student's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the student is at risk or in danger, she/he talks to the named Safeguarding Lead, Claire Grandidge, and the appropriate Head of Year (Deputy Safeguarding Leads), who takes action as laid down in the Safeguarding Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Safeguarding issues and what process to follow in the event of a concern arising. The student concerned will be informed that confidentiality is being breached and reasons why. The student will be supported by the teacher throughout the process.