PSHE/ RSHE policy

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Woodland Rise School

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Proprietary Body Signed off

ZL & JH

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1. Context

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.

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- 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).

2. Roles and Responsibilities

The delivery of effective PSHE, Relationships and Sex Education (RSE) and Health Education at Woodland Rise School is a whole-school responsibility. All members of the school community have a role to play in ensuring high-quality provision.

The Proprietor / Governing Body

The Proprietor Body is responsible for:
Ensuring that a written PSHE/RSE policy is in place, compliant with statutory requirements
Holding the school to account for the quality of provision and outcomes
Ensuring the curriculum reflects the school's values and meets the needs of all pupils
Monitoring that statutory guidance, including safeguarding and equality duties, is adhered to

The Head of Centre
The Head of Centre has overall responsibility for:

- Ensuring the policy is implemented effectively across the school
- Ensuring staff are appropriately trained and supported
- Ensuring that PSHE/RSE is delivered in a way that is safe, inclusive and age-appropriate
- Liaising with parents/carers regarding the curriculum and requests for withdrawal from Sex Education
- Ensuring that safeguarding concerns arising from PSHE/RSE lessons are managed in line with school policy

PSHE/RSE Subject Lead
The PSHE/RSE lead is responsible for:
Leading the development, implementation and review of the PSHE/RSE curriculum
Ensuring the curriculum is sequenced, progressive and meets statutory requirements
Monitoring teaching and learning through:

- lesson observations
- work scrutiny
- pupil voice

Supporting staff with planning, resources and subject knowledge
Ensuring PSHE/RSE is inclusive and meets the needs of SEND and vulnerable learners
Keeping up to date with national developments and guidance

Teachers
Teachers are responsible for:

- Delivering PSHE/RSE lessons in accordance with the school's curriculum (Jigsaw programme)
- Creating a safe and respectful classroom environment
- Adapting teaching to meet the needs of all pupils
- Managing sensitive topics appropriately and in line with safeguarding procedures
- Encouraging respectful discussion and promoting inclusion and equality
- Reporting any safeguarding concerns in line with KCSIE and school procedures

Designated Safeguarding Lead (DSL)
The DSL is responsible for:

- Providing guidance and support to staff on safeguarding issues arising from PSHE/RSE
- Ensuring that any disclosures made during lessons are handled appropriately and recorded
- Supporting staff in managing sensitive or complex issues

Parents and Carers
Parents and carers are responsible for:

- Supporting their child's learning in PSHE/RSE
- Engaging with the school to understand the curriculum content
- Communicating with the school regarding any questions or concerns
- Exercising their right to request withdrawal from Sex Education, where applicable

Pupils
Pupils are expected to:

- Engage positively in lessons
- Treat others with respect and sensitivity
- Follow the school's expectations for behaviour and discussion
- Respect confidentiality within agreed safeguarding boundaries

3. PSHE
At Woodland Rise School, we teach Personal, Social, Health Education as a whole-school approach to underpin pupils' development as people and because we believe that this also supports their learning capacity.

Jigsaw, the mindful approach to PSHE, provides a programme which offers us a comprehensive, carefully thought-through Scheme of Work bringing consistency and progression to our pupils' learning in this vital curriculum area.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our young people.

4. Statutory RSE and Health Education

Here, at Woodland Rise School we value PSHE as a way to support pupils' development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships, Sex and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to our pupils' needs. The mapping document, 'Jigsaw 11-16 and statutory RSE and Health Education', shows exactly how Jigsaw and, therefore, our school, meets the statutory RSE and Health Education requirements.

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

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE (mapping document available on the Community Area of www.jigsawpshe.com) and aligned to the definitions of Relationships and Sex Education offered by the Sex Education Forum (National Children's Bureau, April 2020).

5. What do we teach, when and who teaches it?

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

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding difference, Equality Act
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family, intimate relationships and other relationships, conflict resolution and communication skills, bereavement and loss

Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Woodland Rise School we allocate at least one lesson each week to teaching PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

- praise and reward system,
- through relationships pupil to pupil, adult to pupil and adult to adult across the school.
- We aim to 'live' what is learnt and apply it to everyday situations in the school community.
- Class tutors deliver the weekly lessons.
- Each lesson has a timetabled slot each week and is complimented with ongoing discussions during tutor time

6. Health Education

Health Education in secondary schools will cover 'Mental wellbeing', 'Internet safety and harms', Physical health and fitness', Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw, e.g. emotional and mental health is nurtured every lesson through mindfulness practice and respect is enhanced through the use of the Jigsaw Charter.

7. Relationships Education - **Primary:**

Note: some secondary learners may follow the primary curriculum due to missed schooling, level of comprehension, etc.

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Through the curriculum content, pupils will be taught:

- That there are different types of committed, stable relationships.
- How these relationships might contribute to wellbeing and their importance for bringing up children.
- Why marriage or civil partnership is an important relationship choice for many couples.
- The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.
- That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.
- That forced marriage and marrying before the age of 18 are illegal.
- How families and relationships change over time, including through birth, death, separation and new relationships.

- About the roles and responsibilities of parents with regard to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.
- How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.

Relationships and Sex Education - Secondary:

Note: some Post-16 learners may follow the secondary curriculum due to missed schooling, level of comprehension, etc

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, the Changing Me Puzzle covers much of the Sex Education and the Healthy Me Puzzle covers much of the Health Education, some of the outcomes are also taught elsewhere in Jigsaw. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Secondary RSE teaching will provide a clear progression from what is taught to pupils in primary school. It will build on the foundations of RHE and, as pupils grow up, at the appropriate time extend to teaching to include intimate relationships.

Pupils will be taught the facts about the law, sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils will be offered a curriculum which is relevant to them and their developing sexuality. The curriculum will recognise that pupils may be discovering or understanding their sexual orientation or gender identity.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, will also be addressed sensitively and clearly, along with physical and emotional damage caused by female genital mutilation (FGM).

The school will teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This will be delivered by focusing on boundaries and privacy, ensuring pupils understand that they have rights over their bodies.

Sex Education

The DfE Guidance 2019 integrates Relationships and Sex Education at secondary school level.

Most of the DfE outcomes relating to Sex Education sit withing the 'Intimate and sexual relationships, including sexual health' section of the guidance and include aspects like:

- the facts about reproductive health…
- the facts about the full range of contraceptive choices …
- how the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted…
- how to get further advice…
- consent and the law

DfE Guidance page29.

At Woodland Rise School we agree with the Sex Education Forum definition of Sex Education (as above).

The Jigsaw PSHE Programme also reflects this, making it possible for us to identify which lessons specifically address these aspects of learning, thereby making it straightforward for us to communicate this to parents/carers in relation to their right to request to withdraw their children from Sex Education.

8. Parent/carer right to request their child be withdrawn from Sex Education

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE…

… except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex

education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those Terms". *DfE Guidance pages 17/18.*

Should parents wish to discuss withdrawing their child from Sex Education, they are advised to make contact with the Head of Centre at Head of Centre@henrydavidlearning.co.uk

9. Equality
This policy will inform the school's Equalities Policy

The DfE Guidance 2019 (p.15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics…

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

10. Assessment, Monitoring and Impact
PSHE, Relationships and Sex Education (RSE) and Health Education at Woodland Rise School is delivered as a developmental, skills-based curriculum. Assessment is used to inform teaching, support pupil progress and evaluate the impact of the programme.

Assessment of Learning
Assessment in PSHE/RSE is primarily **formative** and focuses on pupils' knowledge, understanding, skills and attitudes. Staff will:

- Use a range of strategies such as:
  - questioning and discussion
  - reflective activities
  - quizzes and recall tasks
  - pupil self-assessment and peer assessment
- Assess pupils' progress against the **intended learning outcomes** of each unit
- Identify misconceptions and adapt teaching to address gaps in understanding
- Monitor the development of key skills, including:
  - communication
  - resilience
  - decision-making
  - relationship skills

Assessment will not focus on personal beliefs or values, but on pupils' ability to demonstrate understanding and apply learning appropriately.

Monitoring of Provision
The quality of PSHE/RSE provision is monitored regularly to ensure consistency, progression and high standards. This includes:

- Lesson observations and learning walks
- Work scrutiny (where appropriate)
- Review of planning and curriculum sequencing
- Pupil voice activities to gather feedback on learning experiences
- Staff feedback and evaluation

The PSHE/RSE lead will use this information to identify strengths, areas for development and training needs.

Measuring Impact
The impact of the PSHE/RSE curriculum is evaluated through:

- Pupils' ability to **recall and apply knowledge** in real-life contexts
- Improvements in pupils' **confidence, wellbeing and behaviour**

- Evidence of respectful attitudes and inclusive behaviours across the school
- Reduction in safeguarding concerns linked to knowledge gaps (where applicable)
- Pupil voice demonstrating that pupils feel **safe, informed and supported**

The school will also consider wider indicators such as attendance, behaviour data and safeguarding records when evaluating impact.

11. Policy Review

The Proprietary Body, Head of Centre and PSHE lead will review this policy in full on an annual basis

The next scheduled review date for this policy is **August 2028.**

Any updates to the Child Protection and safeguarding (KCSIE) policy will be reflected in the HDL PSHE/ RSHE policy.

Any changes made to this policy are communicated to all members of the school community.