

Moorside Primary School		
Document Name	PSHE policy including Relationships Education, Sex Education and Health Education	
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Audience	Staff, Governors, Volunteers, Parents, Website	
Approved by	The policy will be approved by the governing body once it has been through a consultation process involving staff, parents and governors	

Introduction

This policy has been developed in response to the recent amendment to the Children and Social Work Act 2017 which has made Relationships and Health education in Primary school a statutory subject. The policy development process has involved the following steps:

1. Review of relevant information, including national and local guidance
2. Assessing where we were in relation to the guidance
3. Looking at our current provision for this area including reviewing the curriculum
4. Staff consultation. All school staff were afforded the opportunity to look at the policy and make recommendations
5. Updating our curriculum and beginning to equip our staff with the new materials

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.

To help us deliver this important aspect of our school curriculum we will be using the Jigsaw Programme. We are confident that the Jigsaw Programme covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age-appropriate

way. Should changes to these curriculum areas occur in the future, Jigsaw will provide its schools with materials to ensure all statutory duties are fulfilled.

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, 2018 and **Keeping Children Safe in Education, 2020**) and [equality](#) (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014).

The Jigsaw Programme meets all the outcomes in the PSHE Association Programmes of Study, 2017.

Aims of the policy

The aim of the policy is to:

- Describe our general approach to enable us to provide our children with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community
- To set out our definition of Sex and Relationships Education and how it is provided
- To say how PSHE and Sex and Relationships Education is monitored and evaluated
- To provide information for parents about their right to withdraw their child from Sex Education
- Inform parents about how the school will work in partnership with them in a spirit of openness and transparency

General Approach

Our children 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 community. 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 and Health Education using Jigsaw. Whilst this provides the core to our approach, other aspects of PSHE are covered through other curriculum areas or topics where a natural and meaningful link can be made. Although Jigsaw provides a framework and a wealth of teaching resources, our teachers are skilled professionals who will adapt their teaching to the needs of the children.

At Moorside, we are very proud of our rich and varied curriculum and we firmly believe that where links can be made through topics already studied in detail, this can make learning more meaningful for the children and enrich their experience further.

Some parts of this curriculum are consolidated through the use of the Kidsafe programme. Parts of the PSHE and RSHE curriculum may also be taught and/or reinforced during phase, year group or class assemblies if appropriate.

Objectives/Pupil learning intentions:

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

- Think critically
- 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
- Respect and understand the opinions and beliefs of others even they do not share the same view
- 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. Please note all of these areas are covered in an age-appropriate manner.

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

within our definition of Sex Education are covered in Y6 in the Spring Term

Definition of Relationships, Sex and Health Education (RSHE)

From September 2020, Relationships Education is 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).

All primary schools are legally obliged to have an up-to-date policy for Relationships and Sex Education (RSE) that describes the content and organisation of RSE.

The three elements of RSHE

- **Relationships Education - Statutory (DfE guidance 2019).** This is a big piece of work that runs from Reception right the way through to Year 6. It is important to realise that this is not new to our school. We have been teaching children about healthy, positive relationships under the umbrella of 'friendships' and 'family' for a long time. We do this through dedicated and planned PSHE lessons, assemblies, Kidsafe Sessions throughout the school and incidental teaching opportunities that occur regularly throughout the school week.

- **Sex Education – Recommended, but not statutory**

Our definition and approach

Although there are many elements which might be considered part of sex education, they are part of 'Health' or 'Relationships' education or a statutory part of the Science National Curriculum. Our definition focusses on the non-statutory elements recommended by the DfE for children to know before they make the transition to secondary school.

The DfE recommends "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. "

In our opinion, for children to understand conception, they need knowledge to underpin this: that a sperm and egg is needed to make a baby and the process of sexual intercourse or IVF brings the sperm and egg close enough to fertilise, that babies develop in the uterus and are usually born through the vagina. (Based upon the Sex Education Forum, 2019) Children also learn that sexual intercourse is both a physical and emotional experience.

Children are taught that bringing a baby into the world requires responsibility and maturity and that adults have choice whether to have baby or not and that people can choose to use methods of birth control.

Teaching sex education based upon this definition has been well established practice at Moorside for a number of years. Teaching of this content takes place in **Year 6** and is set within a topic which looks at other aspects of the human body so that the children have a context for the learning.

- **Health Education. Statutory. From September 2020, Health Education is compulsory for all primary schools as set out in the DfE Guidance (2019).** 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. Some of this will be covered in other subject areas too such as Science and Kidsafe.

Compulsory aspects of Relationships, Sex and Health Education

End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019). It is up to schools to determine how this is taught as part of a broad and balanced curriculum.

RSHE plays a very important part in fulfilling the statutory duties all schools have to meet. 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 offline 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 State's 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).

Updated government safeguarding guidance is now available ([Keeping Children Safe in Education, 2020](#))

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf

and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holidays especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government [Multi-agency practice guidelines: Female Genital Mutilation \(2016\)](#) which includes a section for schools.

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
- Equalities Policy
- Health and Safety Policy
- Online Safety Policy
- RE Policy
- Safeguarding/Child Protection Policy
- Special Educational Needs Policy

Equalities

The Equality Act 2010 covers the way the curriculum is delivered. 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 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). Whilst teaching PSHE and RSHE we will ensure that issues are taught in a way that does not subject pupils to discrimination. Our inclusive PSHE and RSHE teaching will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.

“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)

Jigsaw RSE Content

The grid below shows specific RSE content for each year group:

Age

4-5 Rec	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
5-6 Yr1	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.
6-7 Yr2	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us);trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing

from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.

7-8
Yr3
Seeing things from others' perspectives; families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect

Others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; family stereotypes.

8-9
Yr4
Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; girls and puberty; boys and puberty; confidence in change; accepting change.

9-10
Yr5
Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; internet safety rules; self and body image; influence of online and media on body image; puberty for girls; puberty for boys; growing responsibility; coping with change.

10-11
Yr6
Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth (including IVF); choices and decision; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

Working with Parents within RSHE

The government guidance on Relationships, Sex Education and Health Education (DfE, 2019) emphasises the importance of schools working in partnership with parents and carers. When Sex Education occurs in KS2, parents will receive a letter stating the aspects that will be taught and given

the opportunity to meet with the class teacher to discuss the content that will be delivered and the and resources that will be used.

Sex and relationships topics can arise incidentally in other subjects, such as Science, Geography, History, RE, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions, however teachers will aim to ensure that the discussion remains within the parameters of the policy.

At Moorside, we are passionate about the importance of a positive home/school partnership and we do not underestimate the significance of this relationship in terms of helping the children to achieve their potential. Therefore, parents are given every opportunity to understand the purpose and content of RSHE. We know that good communication and opportunities for parents to understand and ask questions about our approach can help increase confidence in the curriculum. To this end, we continue to offer an 'open-door' policy through which parents can meet with staff and school leaders at any time that is mutually agreeable to discuss any concerns or to be given further information.

Withdrawal from RSHE lessons

Parents/carers have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum Science and those parts included within Statutory Relationships and Health Education.

Those parents/carers wishing to exercise this right are invited in to speak with the Headteacher and/or PSHE lead person in school who will explore their concerns and examine the impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the specific sex education lessons until the request for withdrawal has been removed.

Parents and carers cannot withdraw from any aspect of Relationships Education and also, Health Education lessons covering the changing adolescent body (puberty).

Sex Education, which extends beyond statutory requirements of the National Curriculum or Statutory Relationships and Health Education, is taught in Year 6. Prior to the coverage of this area of work, parents will be:

- Informed
- Invited to view the outline of lessons and teaching materials
- Offered the opportunity to ask questions or discuss concerns
- Offered to withdraw their child from lessons covering non-statutory content

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 values. For example:

- Respect for self
- Respect for others

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

Jigsaw's Health Education Content

The grid below shows specific Health Education content for each year group:

Age

4-5 <i>Rec</i>	Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.
5-6 <i>Yr1</i>	Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.
6-7 <i>Yr2</i>	Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.
7-8 <i>Yr3</i>	Self-identity and worth; positivity in challenges; responsible choices; giving and receiving compliments; difficult challenges and achieving success; dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings; simple budgeting; exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it's important online and offline; respect for myself and others; healthy and safe choices; body changes at puberty.
8-9 <i>Yr4</i>	What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure;

celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty.

9-10
Yr5
Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; changes in the body at puberty.

10-11
Yr6
Choices, consequences and rewards; group dynamics; democracy, having a voice; emotions in success; making a difference in the world; motivation; recognising achievements; compliments; taking personal responsibility; how substances affect the body; exploitation, including 'county lines' and gang culture; emotional and mental health; managing stress; mental health; identifying mental health worries and sources of support; love and loss; managing feelings; power and control; assertiveness; technology safety; take responsibility with technology use; self-image; body image; impact of media; discernment; puberty; reflections about change; respect and consent.

How is Jigsaw PSHE organised in school?

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

Differentiation/SEN

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

Visitors/Outside Agencies

From time to time we may ask visitors or outside agencies to come and talk to the children about an aspect of the PSHE curriculum. These visitors and outside agencies will also adhere to our RSHE policy and their attention will be drawn to the specific parts of the policy that are relevant to their visit.

Safeguarding

Moorside is a 'trauma informed' school and teachers are aware that sometimes disclosures may be made during RSHE 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. Time and appropriate staffing will be allocated for this to happen. One of the four DSLs (Designated Senior Leaders for Child Protection) will be involved with this process and this is in line with our Safeguarding Procedures.

Assessment

As with all areas of the curriculum, teachers will ensure children are making progress with their learning throughout their Jigsaw experience. Therefore, each Puzzle (unit of work) has a built-in assessment task, usually in Lesson (Piece) 6. This task is the opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions. In addition, as part of the 'Help Me Reflect' section of every Jigsaw lesson, children can complete a self/peer assessment using the My Jigsaw Journey/Learning resource that accompanies each lesson.

Each Puzzle (unit of work) has a set of three level descriptors for each year group:

Working towards

Working at

Working beyond

Reporting to Parents and Carers

Each Puzzle's assessment tasks, and their attainment assist the teacher in reporting meaningful learning progress to parents and carers. The descriptors can be used as a starting point when considering what to write on children's reports in which there is a section entitled, 'Personal, Social Development and Learning Development Across the Curriculum'.

Monitoring and evaluation

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

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

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

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 Jigsaw Charter. Teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it. It will include the aspects below:

The Jigsaw Charter

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

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise whilst teaching PSHE and RSHE. They have arisen many times before and therefore teachers are prepared to handle personal issues arising from the work and to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting.

Our school believes that RSHE should meet the needs of all pupils, answer appropriate questions and offer support regardless of the children's developing sexuality, sexual orientation and gender diversity. LGBTQ+ bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

Staff members are aware that views around PSHE and RSHE-related issues are varied. However, while personal views are respected, all PSHE and RSHE issues are taught objectively, professionally, without bias and use the Jigsaw materials. 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. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view. Questions asked by pupils are answered according to the age and maturity of the pupil(s) concerned. Questions will not always be answered directly, but may be discussed with individuals later rather than with the whole class and teachers will continue to use their professional judgement in these instances. Teachers take their duty of care to their pupils at Moorside very seriously. The school is a trauma informed school with all staff having a competent understanding of ACEs (Adverse Childhood Experiences) and this is taken into account when planning and delivering all lessons, but particularly those with sensitive or controversial aspects.

Involving parents and carers

Moorside strongly believe that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHE programme. Parents and carers will be given the opportunity to find out about and discuss the Jigsaw PSHE programme through:

- * Policy consultation
- * Consultation on the Jigsaw materials
- * Jigsaw mapping document which gives an overview of the Jigsaw content for each year group

Links to other policies and curriculum areas

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

- Teaching and Learning Policy
- Equal Opportunities Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs Policy
- Online Safety Policy
- Anti-Bullying Policy
- EYFS policy
- Science curriculum

The role of the Headteacher and Governing body within PSHE & RSHE

The PSHE Lead, Headteacher alongside the Senior Leadership Team and school Governors will ensure that:

- All pupils make progress in achieving the expected educational outcomes in regard to PSHE and RSHE
- PSHE and RSHE is well led, effectively managed and well planned
- The quality of PSHE and RSHE provision is subject to regular and effective 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
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

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 and carers.

Monitoring and evaluation

As RSHE fits with part of the wider PSHE curriculum, the PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and

coherent curriculum provision. The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy. This will include feedback on:

- How parents respond to policy and practice
- The number of parents wishing to withdraw their children lessons
- The extent to which our policy and curriculum suits the needs of our children
- The level of understanding children demonstrate as a result of sessions

Policy Review

This policy is reviewed at least annually.

Date of next review: September 2021