



“Together we learn, Together we succeed”

PSHE and RSE Policy (Including Drugs and Alcohol Education and Relationships and Sex Education)

This policy has been written to ensure that the school’s ethos, curriculum, and practices promote shared values. It also encourages staff, children and other members of the Welbourne community to understand others and to value diversity, irrespective of gender, race, belief and sexual orientation.

As a Rights Respecting School, we put the United Nations Convention on the Rights of the Child at the heart of our planning, policies, practice and ethos.

Policy Agreed	Reviewed by	Ratified on	Approved by	Signature on behalf FGB	Next Review
March 2018	Robert Lane	5/7/2021 9/5/2022	FGB	Rhys Moffat	May 2023

PSHE and RSE Policy

(Including Drugs and Alcohol Education and Relationships and Sex Education)

Rationale

At Welbourne Primary School, we believe that the personal, social and health development of each child, in conjunction with their citizenship skills, has a significant role in their ability to learn. This policy has been written in accordance with current statutory guidance and is to be read in association with the school's Relationships and Sex Education Policy, Drugs Education Policy, Behaviour Policy, Equal Opportunities Policy, Inclusion Policy and Teaching and Learning Policy.

We believe 'personal' to mean the emotional and physical being of each child, the 'social' to be the interaction of each individual with others, and in a wider context, their place as citizens in the community and 'health' to be each child's mental and physical fitness. PSHE and Citizenship will enable children to practice specific skills in structured contexts and in their daily school life. We believe that this will empower children to make decisions about their own development as individuals.

We promote PSHE and Citizenship through:

- The intentional and direct promotion of personal, social and health development, for example, through the modelled behaviour of adults in the school community;
- The discrete teaching of PSHE and Citizenship through the Jigsaw curriculum;
- The integration of PSHE and Citizenship in all areas of the National Curriculum by developing cross curricular links, in particular, Science and Religious Education;
- Consideration of the holistic needs of every child with regard to their age, race, gender, sexual identity, culture, religion and faith;
- UNICEF'S Rights Respecting Schools Programme;
- The development of each child's ability to work as part of a team, become active within their school community and recognise the qualities of good citizenship;
- The involvement of the parent / carer community through the Home / School partnerships and school events.

Healthy Schools London.

Welbourne takes part in the Healthy Schools London programme, which promotes health education. As participants in this scheme we:

- Consult with parents on matters of health education policy;
- Train all our teachers to deliver each aspect of health education;
- Listen to the views of children in our school regarding health and other issues.

Aims and Objectives of the PSHE policy:

In accordance with the school's aims and objectives, and DFE, the following outlines what we seek to achieve.

1. **Establish an ethos which actively promotes PSHE and Citizenship**
 - Use of class and hall displays as an opportunity to provide children's work with status;
 - Encouraging everybody to take responsibility for their actions through agreement of class and whole school rules/Rights Respecting Charter;
 - By involving children in the setting of targets for their learning;

- By encouraging children to recognise and respect differences between people, for example, discussing religious festivals to be celebrated at school council meetings, Phase and Whole School assemblies;
- Election of a school council in a democratic manner, which actively develops the direction of the school

2. Provide a clear, progressive and differentiated PSHE and Citizenship Curriculum

- Using the PSHE Jigsaw scheme to implement the PSHE curriculum
- Providing opportunities for the Circle Time with clear circle 'rules';
- Plan class visits and trips which widen children's experiences beyond the immediate local environment;
- By coming together as a school for assemblies, including celebrating the work of individual year groups at class assemblies, and involving the wider school community at musical concerts, Christmas events etc.;
- Planning curriculum events, which encourage the school to work together, for example, Creative Arts Week, Black History Month, Book Days, Sports Day and other themed activities.

3. Promote a healthy lifestyle and self-confidence

- Provide a range of before and after school clubs, including football, gymnastics, and games which foster a healthy lifestyle and encourages children to recognise and explore their individual talents and interests;
- Provide opportunities outside of the immediate school environment to promote awareness of life skills
- Provide opportunities in school for children to learn how to play a musical instrument and perform;
- Raise children's awareness of how to stay safe and healthy, for example, through visits from the local Police Officer and theatre groups;
- Provide opportunities for children to apply their knowledge, for example, through 'design a healthy school dinner' competitions;
- Encourage children to take responsibility within their school through initiatives such as 'buddy readers' and monitors;
- Support pupils' mental wellbeing through a range of means, for example, learning mentors, drama therapist

4. Involve the whole school community

- Welcome the community and their involvement with the school;
- Encourage parents / carers to support trips and whole school events, for example, reading to children in different home languages as part of World Book Day;
- Monthly school newsletters;
- Parents / carers notice board;
- Activities and events to involve the wider community, including the school fairs, book fairs and learning cafes;
- Surveys of the parent / carer community in respect of relevant whole school policy and provision decisions, for example, the content of Relationship and Sex Education;
- Governor involvement.

Organisation of PSHE and Citizenship:

At present, specific time for PSHE (Jigsaw curriculum) and Citizenship has been allocated. Teachers will use their daily timetable flexibly to ensure that areas highlighted in the Jigsaw Scheme of Work are covered, as well as planning cross-curricular opportunities where most appropriate. Time will be set for school

Council representatives to discuss meeting matters with their respective classes and attend meetings. Children will also be encouraged to use their own time to discuss School Council meetings with their peers.

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

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Jigsaw Content

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

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

Role of the PSHE and Citizenship Lead:

- 1) Write an annual action plan within the SMSC curriculum team and evaluate progress throughout the year.
- 2) Oversee and implement the policy.
- 3) Attend relevant INSET and provide appropriate feedback to staff.
- 4) Monitor, evaluate and assess PSHE and Citizenship work in partnership with teaching staff.
- 5) Liaise with outside agencies, including the LA.
- 6) Organise PSHE and Citizenship events in consultation with the Head teacher and staff.

Monitoring, Evaluation and Assessment:

- The PSHE lead will monitor in line with Welbourne's Monitoring and Evaluation schedule.

Drug Education and Managing Drug Incidents

The terms *drugs* and *substances* used in this document refer to *all* drugs that are unauthorised on school premises:

- Medicines
- Alcohol
- Tobacco
- Solvents
- Illegal drugs

Medicines are only legitimately allowed in school and if the pupil has an approved Medical Care Plan.

Aims of drug and alcohol education

We believe all children should have equal access to education programmes that equip them with the skills, knowledge and attitudes to make healthy and informed decisions about their lives now and in the future. In response to shared concerns at a local and national level, and as part of its care for the welfare of its pupils, the school believes it has a responsibility to inform and educate children about drugs, alcohol and the role of medicines.

Objectives

Our approach to drug and alcohol education seeks to support the following objectives in respect of drug use and misuse:

- To provide accurate information about substances in relation to personal safety.
- To enable pupils to make healthy, informed choices by increasing knowledge, challenging attitudes and developing and practising skills.
- To develop an understanding that all medicines are drugs, but that not all drugs are medicines, and that all substances are harmful if not used properly.
- To increase understanding about the implications of and possible consequences of drug use and misuse.
- To clarify misconceptions about the prevalence and acceptability of drug use among peers.
- To enable pupils to identify sources of appropriate personal support.
- To widen understanding about related health and social issues including crime, impact on both family and community

The drug and alcohol education curriculum is delivered as part of the PSHE and Citizenship curriculum and incorporates the statutory elements from the science curriculum. When visitors are used to deliver aspects of the Drugs Education Curriculum, they should not be left alone to work with students. The teacher should be part of the experience so s/he can follow up the work.

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' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
1	Piece 3 Clean and Healthy	<ul style="list-style-type: none"> I know that all household products including medicines can be harmful if not used properly
	Piece 4 Medicine Safety	<ul style="list-style-type: none"> I understand that medicines can help me if I feel poorly and I know how to use them safely
2	Piece 3 Medicine Safety	<ul style="list-style-type: none"> understand how medicines work in my body and how important it is to use them safely feel positive about caring for my body and keeping it healthy
3	Piece 3 What Do I Know About Drugs?	<ul style="list-style-type: none"> tell you my knowledge and attitude towards drugs identify how I feel towards drugs
4	Piece 3 Smoking	<ul style="list-style-type: none"> understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
	Piece 4 Alcohol	<ul style="list-style-type: none"> understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
5	Piece 1 Smoking	<ul style="list-style-type: none"> know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart make an informed decision about whether or not I choose to smoke and know how to resist pressure
	Piece 2 Alcohol	<ul style="list-style-type: none"> know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure
6	Piece 2 Drugs	<ul style="list-style-type: none"> know about different types of drugs and their uses and their effects on the body particularly the liver and heart be motivated to find ways to be happy and cope with life's situations without using drugs

Policy on drugs

This school states categorically that it is against the misuse of alcohol, solvents and illegal drugs by all members of the school and visitors to the school. The school is opposed to the illegal possession or supply of these substances on its premises. The school is committed to the health and safety of all its members and will take action to safeguard their well-being.

Policy on smoking

The school supports Haringey Council's policy on smoking. We are a non-smoking school, and expect all staff and visitors to abide by the policy to maintain a healthy environment by not smoking on the school premises.

Appropriate disciplinary action will be taken for any pupil in breach of the school rules regarding smoking.

Medical Emergency and Intoxication

A person is at immediate risk of harm if they are unconscious, having trouble breathing, seriously confused or disoriented or have ingested a harmful toxic substance. All such incidents will be responded to as a *medical emergency* and the school's first aid procedures will be implemented. Please refer to the *Health and Safety policy* for detailed guidance on medical emergencies.

Finding evidence of drug use

If a pupil is discovered using or in possession of a substance, including tobacco or alcohol, that is not allowed on the school premises then the following action will be taken:

- The substance will be confiscated in the presence of two adults.
- The substance will be labelled and dated and locked in a safe place.
- If the substance is suspected to be an illegal drug, then the police will be informed to collect the drug for disposal. ***The law does not require a school to divulge the name of the pupil involved to the police.***

- The pupil's parents/carers will be contacted.
- The incident will be recorded on an incident form, and name of witness inserted.
- School and parents/carers will together decide what to do next. Details of their discussion and agreed action will remain on file.
- A range of appropriate responses will be considered including education and early intervention strategies, pastoral support programmes, referral to external services, counselling, behaviour support plans or appropriate disciplinary action. The school is committed to ensuring that appropriate support through the curriculum, the pastoral system, or referral to other services is available to pupils who may have problems with drugs.

Evidence of supply of drugs

Where there is knowledge of the sale of legal drugs to minors, such as solvents, alcohol or tobacco, in the school locality then the school will inform local Trading Standards Officers and the police.

Disciplinary Issues

The school will consider each substance incident individually and equitably and recognises that a variety of responses will be necessary to deal with incidents. The school will consider very carefully the implications of any action it may take. It will ensure that appropriate support is provided for the individual concerned. Permanent exclusion will be used as the last option when all other approaches have been exhausted.

Disclosure

If there is a disclosure relating to drug misuse the pupil's parents/carers should be informed and the school and parents/carers will together decide what to do next. If the school suspects that to involve parents/carers may put the child's safety at risk or the school considers that there are child protection issues involved, the school child protection lead will be consulted and the borough child protection procedures followed. [Please refer to Child Protection Policy for further details.]

Issues of confidentiality will be considered when dealing with a disclosure and boundaries of confidentiality will be made clear to pupils. Staff are aware of their

professional responsibilities to divulge sensitive information if it is deemed a child protection issue, in order to co-operate with a police investigation or when referral to an external service is necessary. Staff are aware of the importance of explaining to pupils and securing their agreement if sensitive information needs to be used in any way.

Parent involvement with drugs

In the case of parent/carer intoxication on school premises the school may see it necessary to intervene where the behaviour of parent/carer is putting a child's safety at risk. Alternative arrangements to accompany the child home will be made. If the parent/carers behaviour repeatedly puts the child's safety at risk then the school will follow child protection procedures or notify the police.

Staff roles and responsibility

The headteacher has overall responsibility for the drug policy and its implementation, as well as liaison with governors, parents/carers and outside agencies. An appointed drug education lead (for example, the PSHE Lead) will have general responsibility for the daily implementation of this policy, such as planning the drug education curriculum and time-tabling and being involved in the management of drug incidents.

Role of the Governing Body

The Governing Body has a role in overseeing the drug education programme and developing the policy on drugs and drug incidents in the same manner as any other matter concerning the direction of the school.

Liaison with the media

The headteacher will take responsibility for all communication with the media. As the issue of substance misuse is an emotive one, and is likely to generate interest from the local and national media, the school will take appropriate advice and guidance from the LEA Press Office and Legal Department to ensure that any reporting of incidents remains in the best interests of the pupils, their families and the school.

Primary Relationships and Sex Education (RSE) Policy

Introduction

We have based our school's Relationship and Sex Education policy on the statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education. Stakeholders of the school are consulted prior to the approval of this policy. (There have been delays to the consultation of some groups due to COVID-19).

Aims and objectives

Through RSE we teach children about:

- provide a framework in which sensitive discussions can take place,
- preparation for puberty as they grow into adults; the importance of health and hygiene,
- the way humans reproduce;
- respect for their own bodies and the importance of sexual development as part of a committed, long-term, and loving relationship;
- the importance of family life;
- put in place the building blocks needed for positive and safe relationships of all kinds, starting with family and friends, and moving out to other kinds of relationships, including online;
- positive and safe relationships;
- respect for the views of other people and being a responsible citizen within society;
- teach pupils the correct vocabulary to describe themselves and their bodies;
- sexual abuse and what they should do if they are worried about any sexual matters;
- the importance of the school's core values of: Respect, Self-belief, Community and Innovation where appropriate.

Context

Welbourne teaches a RSE curriculum that follows statutory guidance and represents the school community. This means we teach (RSE) in the context of the school's aims and values framework.

We define RSE to mean the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

Policy Development (Delayed due to Covid-19)

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

1. Review - a member of staff, currently the PSHE Lead pulled together all relevant information including relevant national and local guidance.
2. Staff consultation - every year, all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation - parents and any interested parties were invited to attend a meeting about the policy.

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

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

Jigsaw RSE Content

The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' Puzzle. With the exception of those highlighted, all 'Changing Me' learning intentions are statutory.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
1	Piece 3. My Changing Body	<ul style="list-style-type: none"> I can tell you how my body has changed since I was a baby I understand that growing up is natural and that everybody grows at different rates
	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vulva, vagina respect my body and understand which parts are private
2	Piece 3 The Changing Me	<ul style="list-style-type: none"> I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old I feel proud about becoming more independent
	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, vagina) and appreciate that some parts of my body are private I can tell you what I like/don't like about being a boy/girl
3	Piece 1 How Babies Grow	<ul style="list-style-type: none"> I understand that in animals and humans lots of changes happen between birth and growing up, and that usually it is the female who has the baby I can express how I feel when I see babies or baby animals
	Piece 2 Babies	<ul style="list-style-type: none"> understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family
	Piece 3 Outside Body Changes	<ul style="list-style-type: none"> understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings

	Piece 4 Inside Body Changes	<ul style="list-style-type: none"> identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings
4	Piece 2 Having A Baby	<ul style="list-style-type: none"> correctly label the internal and external parts of male and female bodies that are necessary for making a baby understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	Piece 3 Girls and Puberty	<ul style="list-style-type: none"> describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
5	Piece 2 Puberty for Girls	<ul style="list-style-type: none"> explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally I understand that puberty is a natural process that happens to everybody and that it will be ok for me
	Piece 3 Puberty for Boys	<ul style="list-style-type: none"> describe how boys' and girls' bodies change during puberty I can express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	<ul style="list-style-type: none"> understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby
	Piece 5 Looking Ahead 1	<ul style="list-style-type: none"> I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) I am confident that I can cope with the changes that growing up will bring
6	Piece 2 Puberty	<ul style="list-style-type: none"> explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally express how I feel about the changes that will happen to me during puberty
	Piece 3 Babies: Conception to Birth	<ul style="list-style-type: none"> I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born I can recognise how I feel when I reflect on the development and birth of a baby
	Piece 4 Boyfriends and Girlfriends	<ul style="list-style-type: none"> I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend

		<ul style="list-style-type: none"> I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to
	Piece 5 Attraction	<ul style="list-style-type: none"> understand how being physically attracted to someone changes the nature of the relationship I can express how I feel about my self-image and know how to challenge negative 'body-talk'

The grid below shows specific RSE learning intentions for each year group in the 'Relationships' Puzzle. Parents do not have a right to withdraw their child from these lessons.

Year Group	Piece Name	Learning Intentions 'Pupils will be able to...'
1	Families	<ul style="list-style-type: none"> I can identify the members of my family and understand that there are lots of different types of families I know how it feels to belong to a family and care about the people who are important to me
	Making friends	<ul style="list-style-type: none"> I can identify what being a good friend means to me I know how to make a new friend
	Greetings	<ul style="list-style-type: none"> I know appropriate ways of physical contact to greet my friends and know which ways I prefer I can recognise which forms of physical contact are acceptable and unacceptable to me
	People who help us	<ul style="list-style-type: none"> I know who can help me in my school community I know when I need help and know how to ask for it
	Being my own best friend	<ul style="list-style-type: none"> I can recognise my qualities as person and a friend I know ways to praise myself
	Celebrating my relationships	<ul style="list-style-type: none"> I can tell you why I appreciate someone who is special to me I can express how I feel about them
2	Families	<ul style="list-style-type: none"> I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate I accept that everyone's family is different and understand that most people value their family
	Keeping safe - exploring physical contact	<ul style="list-style-type: none"> I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not I know which types of physical contact I like and don't like and can talk about this
	Friends and conflict	<ul style="list-style-type: none"> I can identify some of the things that cause conflict with my friends I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends

	Secrets	<ul style="list-style-type: none"> I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this
	Trust and appreciation	<ul style="list-style-type: none"> I recognise and appreciate people who can help me in my family, my school and my community I understand how it feels to trust someone
	Celebrating my special relationships	<ul style="list-style-type: none"> I can express my appreciation for the people in my special relationships I am comfortable accepting appreciation from others
3	Family roles and responsibilities	<ul style="list-style-type: none"> I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females I can describe how taking some responsibility in my family makes me feel
	Friendship	<ul style="list-style-type: none"> I can identify and put into practice some of the skills of friendship, e.g. taking turns, being a good listener I know how to negotiate in conflict situations to try to find a win-win solution
	Keeping myself safe	<ul style="list-style-type: none"> I know and can use some strategies for keeping myself safe I know who to ask for help if I am worried or concerned
	Being a global citizen	<ul style="list-style-type: none"> I can explain how some of the actions and work of people around the world help and influence my life I can show an awareness of how this could affect my choices
	Being a global citizen	<ul style="list-style-type: none"> I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. I can empathise with children whose lives are different to mine and appreciate what I may learn from them
	Celebrating my web of relationships	<ul style="list-style-type: none"> I know how to express my appreciation to my friends and family I enjoy being part of a family and friendship groups
4	Jealousy	<ul style="list-style-type: none"> I can recognize situations that can cause jealousy in relationships I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens
	Love and loss	<ul style="list-style-type: none"> I can identify someone I love and can express why they are special to me I know how most people feel when they lose someone or something they love
	Memories	<ul style="list-style-type: none"> I can tell you about someone I know that I no longer see I understand that we can remember people even if we no longer see them
	Getting on and falling out	<ul style="list-style-type: none"> I can recognize how friendships change, how to make new friends and how to manage when I fall out with my friends

		<ul style="list-style-type: none"> I know how to stand up for myself and how to negotiate and compromise
	Girlfriends and Boyfriends	<ul style="list-style-type: none"> I understand what having a girlfriend/boyfriend might mean and that it is a special relationship for when I am older I understand that boyfriend/girlfriend relationships are personal and special, and there is no need into feeling pressurized into having a boyfriend/girlfriend
	Celebrating my relationship with people and animals	<ul style="list-style-type: none"> I know how to show love and appreciation to people and animals who are special to me I can love and be loved
5	Recognising me	<ul style="list-style-type: none"> I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities I know how to keep building my own self-esteem
	Safety with online communities	<ul style="list-style-type: none"> I understand that belonging to an online community can have positive and negative consequences I can recognise when an online community feels safe or uncomfortable
	Being in an online community	<ul style="list-style-type: none"> I understand there are rights and responsibilities in an online community or social network I can recognise when an online community is helpful or unhelpful to me
	Online gaming	<ul style="list-style-type: none"> I know there are rights and responsibilities when playing a game online I can recognise when an online game is becoming unhelpful or unsafe
	Relationships and technology	<ul style="list-style-type: none"> I can recognise when I am spending too much time on devices I can identify things I can do to reduce screen time, so my health isn't affected
	Relationships and technology	<ul style="list-style-type: none"> I can explain how to stay safe when using technology to communicate with my friends I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others
6	What is mental health?	<ul style="list-style-type: none"> I know why it is important to take care of my mental health I can understand that people can get problems with their mental health and that it is nothing to be ashamed of
	My mental health	<ul style="list-style-type: none"> I know how to take care of my mental health I can help myself and others when worried about a mental health problem
	Love and loss	<ul style="list-style-type: none"> I understand that there are different stages of grief and that there are different types of loss that cause people to grieve I can recognise when I am feeling those emotions and have strategies to manage them
	Power and control	<ul style="list-style-type: none"> I can recognise when people are trying to gain power or control

		<ul style="list-style-type: none"> I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control
	Being online: Real or Fake? Safe or Unsafe?	<ul style="list-style-type: none"> I can judge when something online is safe or helpful to me I can resist pressure to do something online that might hurt myself or others
	Using technology responsibly	<ul style="list-style-type: none"> I can use technology positively and safely to communicate with my friends and family I can take responsibility for my own safety and well-being

Organisation

RSE is taught across the curriculum, for example, the importance of respectful relationships with others. While we carry out most RSE teaching in our personal, social and health education (PSHE) curriculum, we also teach some relationships and sex education through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

The needs of SEND pupils are accounted for by class teachers. Appropriate work is set for their age and ability.

The role of parents

The school is well aware that the primary role in children's RSE education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. To enhance this, parents are invited to view the content that their child has planned for that academic year. This takes place on an annual basis.

Parents have the right to withdraw their child from the non-statutory part of RSE (This are highlighted in the Jigsaw RSE content). If a parent wishes their child to be withdrawn from non-statutory lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Primary Care Trust, such as the school nurse and other health professionals, give us valuable support with our RSE programme. Other people that we may call on include local clergy, social workers and youth workers.

Confidentiality

Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of a Designated Safeguard Lead / Headteacher. They will then deal with the matter in consultation with health care professionals. Any professional working in a classroom context in schools is governed by the school's confidentiality policy.

Roles and responsibilities

The role governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

The role of the headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

The role of staff

Staff are responsible for:

Delivering RSE in a sensitive way

Modelling positive attitudes to RSE

Monitoring progress

Responding to the needs of individual pupils

Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

The role of pupils

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

Monitoring and review

The delivery of RSE is monitored by Robert Lane, PSHE Lead through the Monitoring and Evaluation cycle.

Pupils' development of RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Robert Lane, PSHE Lead, annually. At every review the policy will be reviewed by the governing body.