



# PSHE & RSE Policy

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 sex, 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	Patrick Meehan	5/7/2021 9/5/2022 15/5/23 30/6/25	FGB		June 2026

## **PSHE and RSE Policy**

### **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 and value.
  - Encouraging everybody to take responsibility for their actions through agreement of class and whole school rules, and their own Rights Respecting based 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 through Pupil Voice.

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

- Using the PSHE Jigsaw scheme to implement the PSHE curriculum
- Providing opportunities for Circle Time and PSHE Lessons with a clear shared charter.
- 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, International Evening and 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 a healthy mindset.**

- 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 health awareness visitors, community police officers 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, counseling and arts-based therapies.

## **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 through their expertise and support.

### 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
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters)
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
<b>Summer 2:</b>	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

### Aims

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"> <li>● I know that all household products including medicines can be harmful if not used properly</li> </ul>
	Piece 4 Medicine Safety	<ul style="list-style-type: none"> <li>● I understand that medicines can help me if I feel poorly and I know how to use them safely</li> </ul>
2	Piece 3 Medicine Safety	<ul style="list-style-type: none"> <li>● understand how medicines work in my body and how important it is to use them safely</li> <li>● feel positive about caring for my body and keeping it healthy</li> </ul>
3	Piece 3	<ul style="list-style-type: none"> <li>● tell you my knowledge and attitude towards drugs</li> <li>● identify how I feel towards drugs</li> </ul>

	What Do I Know About Drugs?	
4	Piece 3 Smoking	<ul style="list-style-type: none"> <li>• understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke</li> <li>• can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others</li> </ul>
	Piece 4 Alcohol	<ul style="list-style-type: none"> <li>• understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</li> <li>• can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others</li> </ul>
5	Piece 1 Smoking	<ul style="list-style-type: none"> <li>• know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart</li> <li>• make an informed decision about whether or not I choose to smoke and know how to resist pressure</li> </ul>
	Piece 2 Alcohol	<ul style="list-style-type: none"> <li>• know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</li> <li>• make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure</li> </ul>
6	Piece 2 Drugs	<ul style="list-style-type: none"> <li>• know about different types of drugs and their uses and their effects on the body particularly the liver and heart</li> <li>• be motivated to find ways to be happy and cope with life's situations without using drugs</li> </ul>

## **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**

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. 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. All 'Changing Me' learning intentions are statutory, with the exception of those highlighted,

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

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

		<p>what that might mean about having a girlfriend/boyfriend</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
	Piece 5 Attraction	<ul style="list-style-type: none"> <li>• understand how being physically attracted to someone changes the nature of the relationship</li> <li>• I can express how I feel about my self-image and know how to challenge negative 'body-talk'</li> </ul>

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"> <li>• I can identify the members of my family and understand that there are lots of different types of families</li> <li>• I know how it feels to belong to a family and care about the people who are important to me</li> </ul>
	Making friends	<ul style="list-style-type: none"> <li>• I can identify what being a good friend means to me</li> <li>• I know how to make a new friend</li> </ul>
	Greetings	<ul style="list-style-type: none"> <li>• I know appropriate ways of physical contact to greet my friends and know which ways I prefer</li> <li>• I can recognise which forms of physical contact are acceptable and unacceptable to me</li> </ul>
	People who help us	<ul style="list-style-type: none"> <li>• I know who can help me in my school community</li> <li>• I know when I need help and know how to ask for it</li> </ul>
	Being my own best friend	<ul style="list-style-type: none"> <li>• I can recognise my qualities as person and a friend</li> <li>• I know ways to praise myself</li> </ul>
	Celebrating my relationships	<ul style="list-style-type: none"> <li>• I can tell you why I appreciate someone who is special to me</li> <li>• I can express how I feel about them</li> </ul>
2	Families	<ul style="list-style-type: none"> <li>• 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</li> <li>• I accept that everyone's family is different and understand that most people value their family</li> </ul>
	Keeping safe - exploring physical contact	<ul style="list-style-type: none"> <li>• 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</li> <li>• I know which types of physical contact I like and don't like and can talk about this</li> </ul>

	Friends and conflict	<ul style="list-style-type: none"> <li>I can identify some of the things that cause conflict with my friends</li> <li>I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends</li> </ul>
	Secrets	<ul style="list-style-type: none"> <li>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</li> <li>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</li> </ul>
	Trust and appreciation	<ul style="list-style-type: none"> <li>I recognise and appreciate people who can help me in my family, my school and my community</li> <li>I understand how it feels to trust someone</li> </ul>
	Celebrating my special relationships	<ul style="list-style-type: none"> <li>I can express my appreciation for the people in my special relationships</li> <li>I am comfortable accepting appreciation from others</li> </ul>
3	Family roles and responsibilities	<ul style="list-style-type: none"> <li>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</li> <li>I can describe how taking some responsibility in my family makes me feel</li> </ul>
	Friendship	<ul style="list-style-type: none"> <li>I can identify and put into practice some of the skills of friendship, e.g. taking turns, being a good listener</li> <li>I know how to negotiate in conflict situations to try to find a win-win solution</li> </ul>
	Keeping myself safe	<ul style="list-style-type: none"> <li>I know and can use some strategies for keeping myself safe</li> <li>I know who to ask for help if I am worried or concerned</li> </ul>
	Being a global citizen	<ul style="list-style-type: none"> <li>I can explain how some of the actions and work of people around the world help and influence my life</li> <li>I can show an awareness of how this could affect my choices</li> </ul>
	Being a global citizen	<ul style="list-style-type: none"> <li>I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</li> <li>I can empathise with children whose lives are different to mine and appreciate what I may learn from them</li> </ul>
	Celebrating my web of relationships	<ul style="list-style-type: none"> <li>I know how to express my appreciation to my friends and family</li> <li>I enjoy being part of a family and friendship groups</li> </ul>
4	Jealousy	<ul style="list-style-type: none"> <li>I can recognize situations that can cause jealousy in relationships</li> <li>I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens</li> </ul>
	Love and loss	<ul style="list-style-type: none"> <li>I can identify someone I love and can express why they are special to me</li> </ul>

		<ul style="list-style-type: none"> <li>I know how most people feel when they lose someone or something they love</li> </ul>
	Memories	<ul style="list-style-type: none"> <li>I can tell you about someone I know that I no longer see</li> <li>I understand that we can remember people even if we no longer see them</li> </ul>
	Getting on and falling out	<ul style="list-style-type: none"> <li>I can recognize how friendships change, how to make new friends and how to manage when I fall out with my friends</li> <li>I know how to stand up for myself and how to negotiate and compromise</li> </ul>
	Girlfriends and Boyfriends	<ul style="list-style-type: none"> <li>I understand what having a girlfriend/boyfriend might mean and that it is a special relationship for when I am older</li> <li>I understand that boyfriend/girlfriend relationships are personal and special, and there is no need into feeling pressurised into having a boyfriend/girlfriend</li> </ul>
	Celebrating my relationship with people and animals	<ul style="list-style-type: none"> <li>I know how to show love and appreciation to people and animals who are special to me</li> <li>I can love and be loved</li> </ul>
5	Recognising me	<ul style="list-style-type: none"> <li>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</li> <li>I know how to keep building my own self-esteem</li> </ul>
	Safety with online communities	<ul style="list-style-type: none"> <li>I understand that belonging to an online community can have positive and negative consequences</li> <li>I can recognise when an online community feels safe or uncomfortable</li> </ul>
	Being in an online community	<ul style="list-style-type: none"> <li>I understand there are rights and responsibilities in an online community or social network</li> <li>I can recognise when an online community is helpful or unhelpful to me</li> </ul>
	Online gaming	<ul style="list-style-type: none"> <li>I know there are rights and responsibilities when playing a game online</li> <li>I can recognise when an online game is becoming unhelpful or unsafe</li> </ul>
	Relationships and technology	<ul style="list-style-type: none"> <li>I can recognise when I am spending too much time on devices</li> <li>I can identify things I can do to reduce screen time, so my health isn't affected</li> </ul>
	Relationships and technology	<ul style="list-style-type: none"> <li>I can explain how to stay safe when using technology to communicate with my friends</li> <li>I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others</li> </ul>
6	What is mental health?	<ul style="list-style-type: none"> <li>I know why it is important to take care of my mental health</li> </ul>

		<ul style="list-style-type: none"> <li>I can understand that people can get problems with their mental health and that it is nothing to be ashamed of</li> </ul>
	My mental health	<ul style="list-style-type: none"> <li>I know how to take care of my mental health</li> <li>I can help myself and others when worried about a mental health problem</li> </ul>
	Love and loss	<ul style="list-style-type: none"> <li>I understand that there are different stages of grief and that there are different types of loss that cause people to grieve</li> <li>I can recognise when I am feeling those emotions and have strategies to manage them</li> </ul>
	Power and control	<ul style="list-style-type: none"> <li>I can recognise when people are trying to gain power or control</li> <li>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</li> </ul>
	Being online: Real or Fake? Safe or Unsafe?	<ul style="list-style-type: none"> <li>I can judge when something online is safe or helpful to me</li> <li>I can resist pressure to do something online that might hurt myself or others</li> </ul>
	Using technology responsibly	<ul style="list-style-type: none"> <li>I can use technology positively and safely to communicate with my friends and family</li> <li>I can take responsibility for my own safety and well-being</li> </ul>

### 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 is 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 Patrick Meehan, 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 Patrick Meehan, PSHE Lead, annually. At every review the policy will be reviewed by the governing body.

