

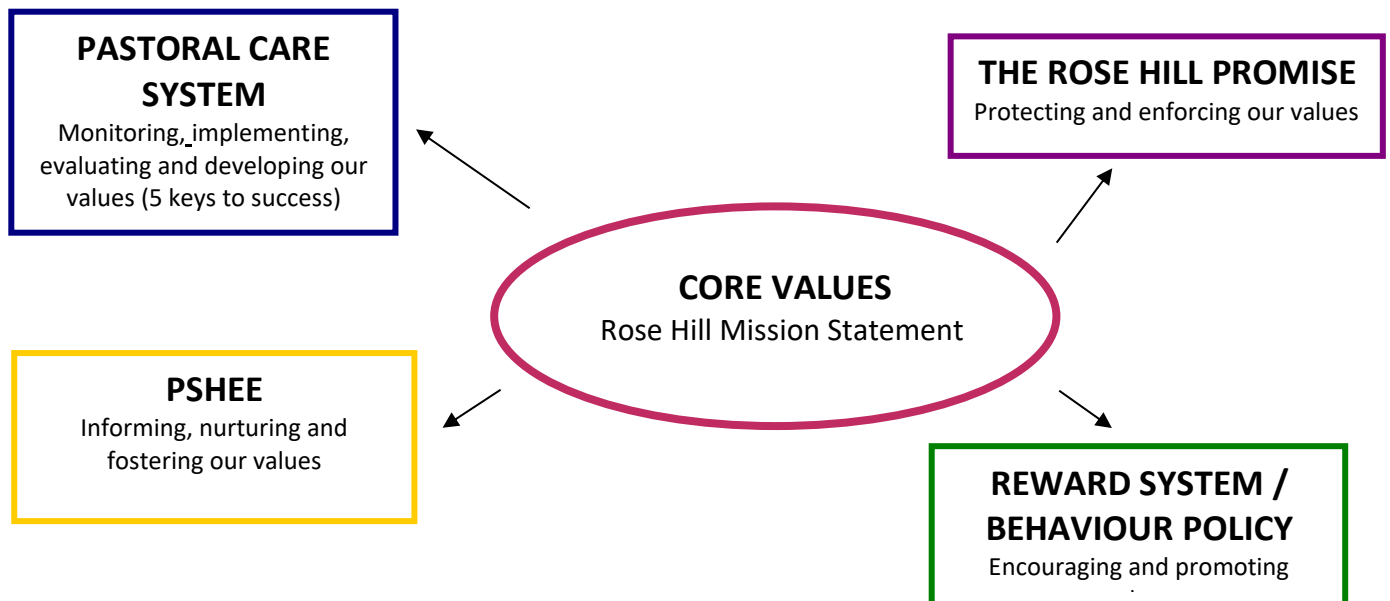


ROSE HILL SCHOOL
ROYAL TUNBRIDGE WELLS

**PSHEE and Citizenship
Policy**

**(including Relationships Education and
Relationships and Sex Education)**

WHERE DOES PSHEE FIT IN?



ROSE HILL SCHOOL MISSION STATEMENT:

Nisi Dominus Frustra - Without the Lord, everything is in vain

MISSION STATEMENT

- A Rose Hill School child's learning experience is one of aspiration, adventure, and achievement in a nurturing, caring school.

AIMS

Working with **integrity** your child will:

- Be inspired to develop **confidence** to thrive in all areas of our rich curriculum.
- Foster the skills and talents which enable them to **organise** their learning and plan to achieve success.
- Demonstrate **persistence** to flourish in the face of challenge.
- Show **resilience** and learn from difficult situations.
- **Get along** with others, work collaboratively and accept everyone.

INTRODUCTION

This policy covers Rose Hill School's approach to Personal, Social, Health and Economic Education (PSHEE). PSHEE is the planned provision used to promote pupils' personal, social and emotional development, as well as their health and well-being. The PSHEE curriculum aims to assist the Rose Hill School mission statement: 'A Rose Hill child's learning experience is one of aspiration, adventure, and achievement in a nurturing caring school'.

We aim to equip children with the knowledge and skills they need in order to lead confident, healthy and independent lives. We aim to help them understand how they are developing personally and socially and tackle many of the moral, social and cultural issues that are part of growing up. We aim to give pupils an understanding of the rights and responsibilities that are part of being a good citizen and introduce them to some of the principles of prudent financial planning and understanding, therefore, developing a secure sense of identity in order to function well in the world.

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. We value the importance of PSHEE in preparing children for the opportunities, responsibilities and experiences of adult life. In addition, we believe that a child needs to learn about the many emotional aspects of life and how to manage their own emotions. We are also aware of the way that PSHEE supports many of the principles of safeguarding (see Child Protection – Safeguarding Policy and Procedures).

School based PSHEE complements and helps children and young people make sense of what is implicitly and explicitly learnt at home from parents, carers, family, friends and wider society. This is a vital part of their personal development.

We take a whole school approach to the subject: we believe that PSHEE teaching will not impact upon beliefs and behaviour if school systems, structures, experiences and expectation do not support classroom learning. The Rose Hill School Promise (Appendix A), written by pupils, is an important part of supporting the pastoral development of pupils in the school.

PSHEE POLICY REVIEW AND UPDATE

The PSHEE policy is produced by the Head of PSHEE in consultation with the Senior Management Team (SMT) and Governors. It is reviewed annually and is made available on the school website and at the School Office.

Regular monitoring and evaluation occurs through the SMT checking PSHEE annual department development plan; regular meetings with PSHEE staff and lesson observations.

Reviewed Autumn 2025
Duncan Stacey, Head of PSHEE

CONTEXT

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHEE 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.

This policy meets the requirements that schools publish a Relationships and Sex Education policy and does this within the wider context of Personal, Social and Health Education.

OBJECTIVES

Personal, Social, Health and Economic Education (PSHEE) is provided at Rose Hill to assist pupils with the process of growing up. It is designed to enhance their well-being and to show them how to get on with people; to help them to acquire and strengthen their personal values and to prepare them for the responsibilities of adult life.

The Jigsaw Programme offers a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our pupils' learning in this vital curriculum area.

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

We aim to help pupils to:

- understand *themselves and others*;
- learn about their own *physical, emotional, spiritual and moral development*;
- discover more about the *community and society* they live in;
- improve their *social skills*;
- recognise *the importance of good behaviour*.

Through **PSHEE** pupils are:

- learning **FACTS**
- acquiring **SKILLS**
- understanding **CONCEPTS**
- being encouraged with their **VALUES** and **ATTITUDES**.

We aim:

- To teach children **facts** on those topics stated in their specific age group's schemes of work - such as *health, sex related issues* and, as individuals, *in living among people in a community*.
- To enable children to acquire **skills** - such as *personal safety*.
- To enable the development of the importance of *dialogue and decision making*, which are crucial to their well-being and their interaction with others.
- To assist children in understanding **concepts** such as *tolerance, freedom and respect for people and property* which are fundamental to our democratic society.
- To encourage children to develop their own **informed opinions** relating to personal and social issues and develop **values and attitudes** which will guide them through their lives. The heart of these values is consistently present through the school's *Christian ethos* and is explicit in the 'Rose Hill School Promise' (*Appendix A*) and the *Mission Statement*.

Statutory Relationships and Health Education (for primary pupils) and Relationships and Sex Education and Health Education (for secondary pupils), 2025

The Jigsaw programme fulfils all statutory requirements: **The following quotes need reviewing**

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

Secretary of State Foreword DfE Guidance 2019 p.4-5

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."

DfE Guidance p.8

"All schools must have in place a written policy for Relationships Education and RSE."

DfE Guidance p.11

At Rose Hill School, we value PSHEE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHEE Programme in Key Stages 1 and 2 and Relationships and Sex Education and Health Education in Key Stage 3.

To ensure progression and a spiral curriculum, we use Jigsaw as our chosen teaching and learning programme and tailor it to children's needs.

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

Our PSHEE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance) Keeping children safe in education - GOV.UK (www.gov.uk)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline) [Respectful School Communities Self-Review and Signposting Tool \(educateagainsthate.com\)](http://educateagainsthate.com)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils) [Behaviour in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Equality Act 2010 and schools [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- SEND code of practice: 0 to 25 years (statutory guidance) [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Alternative Provision (statutory guidance) [Alternative provision - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Mental Health and Behaviour in Schools (advice for schools) [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Social, emotional and mental wellbeing in primary and secondary education. (NICE guidance) [Overview | Social, emotional and mental wellbeing in primary and secondary education | Guidance | NICE](#)
- Promoting and supporting mental health and wellbeing in schools and colleges (guidance for schools and colleges) [Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) [Preventing bullying - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts) [Advice and guidance | Equality and Human Rights Commission \(equalityhumanrights.com\)](http://equalityhumanrights.com)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) [Promoting fundamental British values through SMSC - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development). [Regulating independent schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE. [pshe-association-programme-of-study-2020-map.pdf](#)

TEACHING AND LEARNING

Whole-school approach

The Jigsaw programme provides assists a whole-school approach and covers all areas of PSHEE for the primary phase including statutory Relationships and Health Education, as well as the statutory requirements for Relationship and Sex Education for the secondary phase. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society

Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

We allocate a thirty-minute lesson to PSHEE each week in KS1 and KS2 in order to teach the PSHEE knowledge and skills in a developmental and age-appropriate way.

In KS3, pupils receive a forty-five minute lesson, which includes the statutory teaching of Citizenship.

Class teachers (Years 1-4) and the Head of PSHEE (Years 5-8) deliver the weekly lessons with some specific Relationships Education and Relationships and Sex Education lessons delivered by a visiting specialist RSE teacher.

The programme is considered flexible, and it is recognised that the subject requires the teacher to be at times reactive to circumstances that arise and to pupils' needs whilst remaining committed to all statutory requirements.

A variety of teaching and learning strategies are used to deliver PSHEE which consider pupils' age, development, understanding and needs. Emphasis is placed upon pupils learning in a safe, secure climate to be able to explore their own and others' attitudes, values and skills. Because PSHEE education works within pupils' real-life experiences, it is essential to establish a safe learning environment. Clear 'ground rules' (The Jigsaw Charter) and a confidentiality policy, that is understood by all, are important elements of creating this. During PSHEE lessons, pupils may indicate that they are vulnerable or 'at risk'. It is important to make a clear link to the school's safeguarding/child protection policy to ensure clarity about what is required in such circumstances.

Effective PSHEE lessons involve a high level of interaction where each pupil has planned opportunities for learning through:

- The development of a trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place;
- Collaborative and interactive work;
- Circle time activities;
- Research and presentations using a variety of media;
- Opportunities for reflection;
- Challenge within a safe environment;
- Respect for each other's contributions;
- Building on current experience and using first-hand experiences to achieve positive ends.

Explicit lessons are reinforced and enhanced in many ways: Assemblies and collective worship, praise and reward system, The Rose Hill Promise and the 5 keys to success. We encourage children to 'live' what is learnt and apply it to everyday situations in the school community. Form assemblies and whole school assemblies provide a useful forum for imparting and discussing information, experiences and attitudes. As such the whole school supports the programme. In addition to class-based lessons, pupils are given the opportunity to hear a diverse range of outside speakers covering relevant topics. National awareness days /weeks such as Safer Internet Day / Anti-bullying week, are reflected upon and are used as a spur for activities. Currently the following speakers, trips and initiatives are offered on an annual basis to pupils to enhance PSHEE provision:

Residential	Year 6 (UK) and Year 8 (France)
Careers Education	Visiting speakers in Year 7 & 8 Enrichment lessons
Rose Hill School diploma	Life skills - Year 6, 7 and 8
Houses of Parliament	Year 8 visit

ONLINE EDUCATION AND SAFEGUARDING:

Paragraph 128 of **Keeping Children Safe in Education, Department for Education, September 2024** states that:

Opportunities to teach safeguarding

128. Governing bodies and proprietors should ensure that children are taught about how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs and/or disabilities (SEND).

129. In schools, relevant topics will be included within Relationships Education (for all primary pupils), and Relationships and Sex Education (for all secondary pupils) and Health Education (for all primary and secondary pupils). In teaching these subjects schools must have regard to the statutory guidance, which can be found here. Colleges may cover relevant issues through tutorials.

130. Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The school/college will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life. These will be underpinned by the school/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and disabilities and other vulnerabilities). This programme will tackle, at an age-appropriate stage, issues such as:.

- healthy and respectful relationships*
- boundaries and consent*
- stereotyping, prejudice and equality*
- body confidence and self-esteem*
- how to recognise an abusive relationship, including coercive and controlling behaviour*
- the concepts of, and laws relating to - sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called 'honour'-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and*
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.*

We consider all of this as part of providing a broad and balanced curriculum. This may include covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils).

The PSHEE curriculum reflects the changing world for today's children and provides online safety education in all year groups (refer to appendix A of the E-safety policy) in line with the issues referred to in the School's safeguarding policy, including peer on peer abuse.

CAREERS EDUCATION:

Careers Education is taught in Years 7 and 8 to help our pupils build knowledge, develop self-help skills, manage change and build the resilience needed to deal with success and failure. This is in accordance with the statutory guidance updated in April 2021.

Lessons intend to prepare pupils to make informed choices at Year 9 by developing core skills that will equip them to research and manage their own career pathways. Pupils are able to record their strengths, qualities, achievements, successes and skill development, using Kloodle, to enable assessment of future employability.

LEARNING SUPPORT PROVISION:

Teachers conducting PSHEE sessions make every effort to include and support all pupils with suitable and accessible learning material. Support and advice can be sought from the Heads of Learning Skills (Prep & Pre-Prep), other Teaching staff and Teaching Assistants. This may be achieved through working closely with individuals, finding exercises that boost their self-esteem or feelings of inadequacy, or working on a whole-class exercise that makes others aware of how that individual may be feeling.

DIFFERENTIATION:

As in all other subject areas, the School strives to enable all pupils to reach their full potential. Timetabled PSHEE sessions are delivered within the context of form groups. All these groups are, therefore, of mixed academic ability. Appropriate differentiation needs to be taken into consideration by PSHEE teachers when preparing their lessons in order to enable all members of the group to have equal access to the session.

ASSESSMENT:

It is important that PSHEE work is evaluated and marked by PSHEE Teachers because we must be able to:

- monitor our provision;
- give pupils (and parents) feedback about their progress and how their learning might be improved;
- improve learning and increase pupils' motivation;
- help pupils to reflect on and identify what they have learnt.

Assessment in PSHE is tracked and recorded based on objectives being met or not met in the context of the lesson and further evidence of learning comes from:

- improved attitude and behaviour in class and around the School;
- increased awareness of courtesies, trustworthiness and respect for property;
- increasing ability to form constructive relationships with one another, teachers and other adults;
- increasing understanding of the impact the individual makes on others;
- increasing respect for the differences between people, particularly their feelings, values and beliefs;
- an increasing ability to show initiative and take responsibility.

The effort put into PSHEE lessons by each pupil is graded every half term using the Prep School criteria for mid-term and end of term assessment grades. Written reports of topics covered and effort from each individual are also given at the end of the autumn and summer terms.

PREVENT DUTY:

The Government's Prevent Duty Guidance issued under s.29 of the Counter-Terrorism and Security Act 2015 (Act) and its application came into effect from July 2015. It is essential all staff understand the risks of radicalisation, as well as the procedures in place to deal with it. Our broad and balanced curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for opportunities, responsibilities and experiences of life but, above all else, we promote community cohesion. Staff need to be able to identify children who may be vulnerable and know what to do when they are identified. Staff must be vigilant and, to this end, all colleagues will receive regular, updated training as part of our School's ongoing measures designed to prevent the radicalisation of our pupils. Staff must consult with one of the Designated Safeguarding Leads (DSL) immediately should they feel, a pupil may be vulnerable to radicalisation and/or extremist

views. Further guidance can be found in The Prevent Duty – Departmental advice for schools and childcare providers (June 2015) and in the updated Keeping Children Safe in Education (September 2024).

FUNDAMENTAL BRITISH VALUES:

Fundamental British Values are embedded throughout the PSHEE curriculum. PSHEE lessons aim to actively promote British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

EQUAL OPPORTUNITIES:

All pupils at Rose Hill have access to PSHEE and its related topics, regardless of: gender, race, disability, Special Educational Needs, sexual orientation, religion or belief. We remain conscious that our PSHEE provision should remain within the guidelines as defined in The Equality Act 2010. However, considerations are given to individuals so that topics of a sensitive nature are dealt with in a delicate manner.

PSHEE STAFF:

The following teachers are responsible for the delivery of the PSHEE programme:

Class teachers in Year 1 and Year 2

Form Tutors in Years 3 and 4

Mr Duncan Stacey – PSHEE Head of Department (Years 5 to 8)

Mrs Emily Dickinson – External Relationships and Sex Education (RSE) teacher (Years 5 – 8)

This policy works in conjunction with *Keeping Children Safe in Education*, DfE, September 2024 and *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, DfE, July 2019. These duties are set out in the 2002 Education Act and Children and Social Work Act 2017. Schools also have statutory responsibilities in relation to promoting pupil wellbeing and pupil safeguarding (Children Act 2004) and community cohesion (Education Act 2006). The Equality Act 2010 also places duties on schools to help to reduce prejudice-based bullying and in doing so to keep protected characteristic groups safe. PSHEE education plays an important part in fulfilling all of the responsibilities.

RELATIONSHIPS EDUCATION AND RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

PURPOSE OF THE POLICY

Producing an up-to-date RSE policy is the statutory responsibility of the governing body. This policy fulfils the requirements of '*Relationships Education, Relationships and Sex Education (RSE) and Health Education*, DfE, July 2019'.

The purpose of the policy is to:

- Give information to staff, parents and carers, governors, pupils and outside visitors about the content, organisation and approach to teaching Relationships Education (Primary) and Relationships and Sex Education (Key Stage 3).
- Enable parents and carers to support their children in learning about Relationships Education (Primary) and Relationships and Sex Education (Key Stage 3).
- Give a clear statement on what the school aims to achieve from, the values underpinning it and why it is important for pupils Relationships Education (Primary) and Relationships and Sex Education (Key Stage 3).
- The following sets out how the school meets legal requirements in respect of Relationships Education (Primary) and Relationships and Sex Education (Key Stage 3):
 - (i) Compulsory requirements of Relationships Education for pupils up to the age of 11 and Relationships and Sex Education for pupils of secondary age (*Relationships Education, Relationships and Sex Education (RSE) and Health Education*, DfE, July 2019), including making the policy available to parents.
 - (ii) Duty to promote well-being (Children Act 2004)

- (iii) Duty to prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006)
- (iv) Protecting pupils from unsuitable teaching and materials (Learning and Skills Act 2006)
- (v) Teach statutory Sex Education elements of the Science National Curriculum
- (vi) Meet the school's safeguarding obligations as set out in *Keeping Children Safe in Education*, DfE, September 2024.
- (vii) DfE expects that all state schools "should make provision for personal, social, health and economic education (PSHEE) and that "SRE is an important part of PSHEE" (DfE guidance on PSHEE 2013)
- (viii) Prevent discrimination, advance equality of opportunity and foster good relations between different groups (Equality Act 2010)
- (ix) SEND Code of Practice: 0- 25years, 2015 (statutory guidance)

DEVELOPMENT OF THE POLICY

This policy was developed by the school governors, the Head of PSHEE, Head of Science, general teaching staff, the school nurse and Emily Dickinson (specialist Relationships Education and Relationships and Sex Education teacher).

LINKS TO OTHER POLICIES

This policy forms part of the PSHEE and Citizenship policy and links to the Safeguarding and Child Protection policy, Anti-bullying/behaviour policy, Equality policy and E-safety policy.

DEFINITION OF RELATIONSHIPS EDUCATION AND RELATIONSHIPS AND SEX EDUCATION (RSE)

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships (including online), family relationships, and relationships with other children and adults. As part of Relationships Education, pupils will cover puberty but not sex education which is not compulsory for primary age children. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Relationships and Sex Education (RSE) provides information to help develop healthy, nurturing relationships of all kinds, not just intimate relationships. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes through:

- 1. Knowledge and Understanding** including; emotional, social and physical aspects of growing up, puberty, menstruation, reproduction, contraception and pregnancy, similarities and differences between males and females, parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, different families, different types of relationships, healthy and unhealthy relationships and where to get help if needed
- 2. Personal and Social Skills** including; talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions (including consent, sexual harassment and sexual violence). Pupils should be taught the rules for keeping safe online and this will

include how to recognise risks, harmful content and contact and how and to whom to report issues.

- 3. Attitudes and Values** including; feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage (both heterosexual and homosexual) and civil partnerships, respect for rights and responsibilities in relationships (including consent), understanding that exploitation and violence in relationships is unacceptable, acceptance of difference and diversity, promoting gender equality.

WHY TEACH RELATIONSHIPS EDUCATION AND RELATIONSHIPS AND SEX EDUCATION?

- It prepares children for the physical and emotional changes that will take place at puberty
- It helps develop positive attitudes, values and self-esteem and challenges negative attitudes and prejudices.
- It helps make sense of misinformation in the media and from peers
- It provides an opportunity to talk about feelings and relationships
- It promotes the skills necessary for effective communication and loving, caring, respectful and happy relationships.
- It protects children from sexual exploitation and inappropriate online content
- It is a statutory part of the science curriculum covering the biological aspects of RSE
- It provides pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse.

VALUES PROMOTED THROUGH RELATIONSHIPS EDUCATION (FOR PRIMARY PUPILS) AND RELATIONSHIPS AND SEX EDUCATION (FOR SECONDARY PUPILS)

The Jigsaw programme promotes the aims and values of our school which include:

- Respect for self and others
- Commitment, trust and love within relationships
- Respect for rights and responsibilities in relationships, including consent, sexual harassment and sexual violence.
- Understanding diversity regarding religion, gender, culture and sexual orientation
- Working to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion, and gender
- Acceptance of difference and diversity
- Promoting gender equality, challenge gender stereotypes and inequality and promotes equality in relationships
- Valuing family life and stable, loving and committed relationships, including marriage (both heterosexual and homosexual) and civil partnerships, for bringing up children

The programme of study will support the importance of strong and stable relationships, including marriage for heterosexual and homosexual couples and civil partnerships for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

AIMS FOR RELATIONSHIPS EDUCATION (FOR PRIMARY PUPILS) AND RELATIONSHIPS AND SEX EDUCATION (FOR SECONDARY PUPILS)

To enable children to:

- Develop the confidence to talk, listen and think about feelings and relationships
- Make and maintain friendships
- Understand the importance of respect, responsibility, love and care in relationships
- Understand and respect different types of families, including families with same sex parents
- Develop positive attitudes about growing up
- Explore their own and other people's attitudes and values

- Challenge and prevent discrimination based on sexual orientation and gender
- Prevent sexist, sexual, homophobic and transphobic language and bullying
- Challenge gender stereotypes and inequality and promote equality and respect in relationships
- Know the correct biological names for the parts of the body, including the male and female reproductive parts
- Know and understand about emotional, social and physical changes at puberty
- Know and understand about reproduction
- Know about human sexuality
- Discuss their concerns and correct misunderstanding they may have gained from the media and peers
- Keep safe online and offline
- Recognise when something is risky or unsafe
- Know where are how to seek information and advice when they need help

CONTENT AND ORGANISATION OF THE PROGRAMME

Where is Relationships Education and Relationships and Sex Education taught?

Relationships Education (for primary pupils) and Relationships and Sex Education (for secondary pupils) will be taught through a planned programme in PSHEE and Citizenship as well as in science. This will ensure that it covers the biological aspects, but also the social and emotional aspects. It is taught throughout the years, either as discrete topics/units or integrated into other topics such as being me in my world, celebrating difference, healthy me, relationships and changing me and at a level appropriate to the needs and maturity of the pupils.

What is taught in each year group?

The school has a statutory duty to teach the elements of the science national curriculum. From September 2020 the school must teach the mandatory requirements of Relationship Education (Primary) and Relationships and Sex Education (Secondary) according to statutory guidance. The curriculum has been adopted from September 2019.

The content, found in the department's scheme of work, for each year group covers knowledge, skills and attitudes and is appropriate to the age and maturity of pupils and progresses from one year to another, building on what has been learnt in previous years.

Who teaches Relationships Education and Relationships and Sex Education?

Relationships Education and Relationships and Sex Education will be taught by the class teacher up to Year 4 and Duncan Stacey (Head of Department) and Emily Dickinson (external specialist RSE teacher) in Years 5, 6, 7 and 8. Where visitors are involved in Relationships Education and Relationships and Sex Education we will:

- plan and evaluate their contribution as part of the school's teaching programme;
- provide the visitor with an up-to-date copy of the school's Relationships Education and Relationships and Sex Education Policy and ensure they adhere to it;
- ensure that the class teacher is present throughout the lesson, taking responsibility for class management;
- ensure the class teacher follows up in later lessons.

The school nurse sometimes provides drop-in sessions to support pupils on a range of health issues, including puberty

How is Relationships Education and Relationships and Sex Education taught?

- Pupils are taught the same information, sometimes this is taught in class groups or might be gender specific. Follow-up sessions outside of the curriculum are sometimes arranged for groups or individuals, as necessary.
- Teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher.
- We answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may not be answered immediately if the teacher feels they need to consult with the Head.
- Some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class.
- Resources, such as DVDs and leaflets are chosen to ensure that they are appropriate to the age and maturity of pupils. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.
- A variety of teaching methods are used that enable pupils to participate and reflect on their learning, role play, quizzes, pair and small group work, mixing groups so that pupils work with a range of peers. We also use case studies, stories and role plays to help de-personalise discussions and help pupils gain confidence to talk and listen to each other.
- The Relationships Education and Relationships and Sex Education policy reflects our equal opportunities policy and the school ensures that the teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.
- Where needed, work is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases, pupils have individual support or work in small groups with a teaching assistant.
- Teachers do not discuss details of their personal relationships with pupils.
- Teachers are sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of Relationships Education and Relationships and Sex Education throughout the school and reflects our equality policy. When teaching about relationships and families we also include same sex relationships. The teaching programme in Year 5, 6, 7 and 8 will include specific understanding of different types of relationships, including lesbian, gay and bisexual relationships.
- Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.
- Teaching about different families is part of the programme and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued, such as: single parent families; recently divorced parents; parents who are married, parents who are not married, parents who have non-monogamous relationships; lesbian, gay or bisexual parents; children living between two homes; in foster homes; in residential homes and living with relations other than biological parents. We will emphasise

the importance of strong and supportive relationships, including marriage (both heterosexual and homosexual) and civil partnerships, for family life and bringing up children.

CONFIDENTIALITY, SAFEGUARDING AND CHILD PROTECTION

Although Relationships Education and Relationships and Sex Education is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too as in line with *Keeping Children Safe in Education, DfE, September 2024*.

If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Safeguarding Lead and follow the school's Child Protection Procedures. If a pupil discloses to a teacher that they are sexually active, or are considering sexual activity, then this would be viewed as a child protection issue.

ASSESSING RELATIONSHIPS EDUCATION AND RELATIONSHIPS AND SEX EDUCATION

Pupils' progress in learning in Relationships Education and Relationships and Sex Education is assessed according to the PSHEE policy. To ensure the Relationships Education and Relationships Sex Education programme meets the needs of pupils, the PSHEE co-ordinator involves pupils in reviewing and evaluating the programme.

MONITORING AND EVALUATING RELATIONSHIPS EDUCATION AND RELATIONSHIPS AND SEX EDUCATION

The PSHEE Coordinator monitors teachers' delivery of planning to ensure the programme is being taught. Pupils and staff are involved in evaluating the teaching programme as part of the annual review of PSHEE and Citizenship.

TRAINING STAFF TO DELIVER RELATIONSHIPS EDUCATION AND RELATIONSHIPS AND SEX EDUCATION

It is important that the programme is taught by teachers that are knowledgeable, skilled and confident. We ensure that teachers are trained to teach Relationships Education and Relationships and Sex Education. Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Answering questions
- Managing sensitive and controversial issues

WORKING WITH PARENTS / CARERS AND CHILD WITHDRAWAL PROCEDURES

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We do our best to find out about any religious or cultural views which may affect the Relationships Education and Relationships and Sex Education curriculum and will try to balance parental views with our commitment to comprehensive Relationships Education and Relationships and Sex Education, as well as equality.

We will take every opportunity to inform and involve parents and carers by:

- Making the policy available on the school's website
- Giving parents the content of the Relationships Education and Relationships and Sex Education teaching programme as part of the annual curriculum overview
- Providing materials for parents to use when talking about Relationships Education and Sex Education with their children

- Discussing individual concerns and helping parents and carers support the needs of their children

Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education (Key Stage 3). Before granting any such request, the Head will discuss the request with parents, and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Except in exceptional circumstances the school will respect the parent's request to withdraw the child. The School will document this process.

The school will offer packs of the teaching materials if parents wish to use this with their children at home. Parents can talk to the PSHEE co-ordinator about the resources to support this. There is no right to withdraw from Relationships Education.

DISSEMINATING THE POLICY

A copy of this policy is on the school website and linked to the staff handbook. It is also available upon request at the School Office.

Copies are supplied to visitors who are involved in providing RSE in school.

RELATIONSHIPS EDUCATION AND RELATIONSHIPS AND SEX EDUCATION KEY CONTACTS

PSHEE and Citizenship Head of Department – Mr Duncan Stacey

External RSE Teacher – Mrs Emily Dickinson

School Nurse – Mrs Laura Bailey

Designated Safeguarding (Child Protection) Lead: Mrs Imogen Scarbrough

Updated: Autumn Term 2024

Review: Autumn Term 2025

APPENDIX A

The Rose Hill Promise



Organisation

- Make sure you are ready and prepared for your learning.
- Respect your property and the school's property.
- Put things back where they belong.
- Wear the correct uniform at all times.



Confidence

- Try new activities and share ideas.
- Try to be independent.
- Be prepared to learn from your mistakes.



Resilience

- Have a positive outlook about your learning, friendships and school.
- Show acceptance in all situations and resolve conflicts without arguing.
- Manage your feelings in difficult situations.



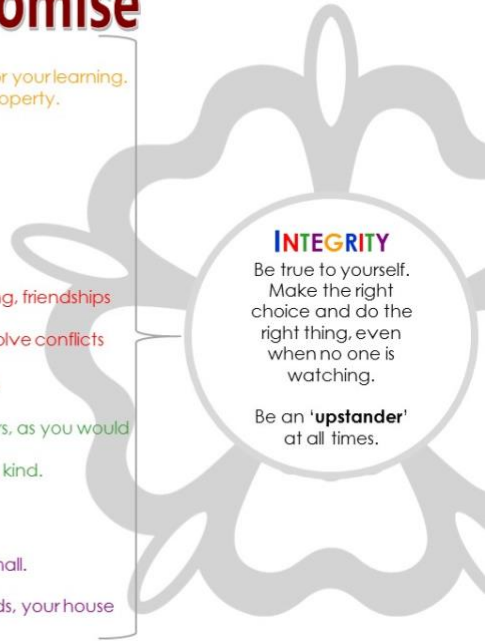
Getting along

- Treat others, including friends and teachers, as you would like them to treat you.
- Show good manners to all, be helpful and kind.
- Listen politely when others are speaking.



Persistence

- Have a growth mindset.
- Keep trying even when the rewards are small.
- Face new challenges positively.
- Always try your best for yourself, your friends, your house team and the school.



INTEGRITY

Be true to yourself.
Make the right choice and do the right thing, even when no one is watching.

Be an 'upstander' at all times.