



Lisle Marsden Church of England Primary Academy

PSHE (Personal, Social, Health, and Economic Education) Policy including RSE (Relationships and Sex Education)

Effective Date: June 2026

Review Date: June 2027

This procedure is non-contractual and can be amended by the academy at any time

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1. Philosophy

Lisle Marsden Church of England Primary Academy's vision Statement is *"Educating for life in all its fullness, committed to excellence and enjoyment through learning, within an enabling environment that nurtures the potential and talents of all; empowering our children with wisdom, knowledge and skills, grounded in the Christian belief that everyone is created in the image and love of God."* This policy has been prepared in the spirit of the academy vision Statement and Aims.

PSHE is central to fulfilling our vision and is an essential contributor to our pupils' spiritual development.

2. Statement of intent

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

- Promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities, and experiences of later life.

An amendment to the Children and Social Work Act 2017 made **Relationships and Health Education** at primary statutory subjects. **This became active in September 2020.**

Personal, Social, Health and Economic Education (PSHE) is our comprehensive curriculum for supporting children's personal development, health, wellbeing and understanding of relationships.

We are required by law to teach **Relationships Education** and **Health Education** to all primary-aged pupils. We deliver these statutory subjects within our broader PSHE programme. Where we teach about human reproduction (sex education), we do so in line with the principles and approach of the 2025 Relationships, Sex and Health Education (RSHE) statutory guidance, in which sex education itself remains non-statutory (but recommended) in primary schools.

Our PSHE curriculum also includes age-appropriate aspects of **economic education**, preparing children to understand spending, saving and the world of work, and **citizenship education** including British Values, helping children understand their rights, responsibilities, and role in society.

We are confident that the programme we use to deliver our PSHE curriculum covers all aspects of Relationships, Sex and Health Education (RSE) within the context of a full PSHE programme in an age-appropriate way.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (updated July 2025) make Relationships Education and Health Education statutory for all primary-aged pupils. These subjects must be taught in all maintained schools, academies, independent schools, maintained special schools, non-maintained special schools, and alternative provision settings.

We deliver statutory Relationships and Health Education within our comprehensive PSHE programme, using materials from Jigsaw PSHE 3-11. This provides children with a carefully sequenced, age-appropriate curriculum that meets all statutory requirements whilst also developing wider personal and social capabilities. Our PSHE curriculum also supports our safeguarding responsibilities as set out in Keeping Children Safe in Education and the Prevent Duty, helping children to recognise concerns, stay safe online and offline, and seek help when needed.

Our curriculum addresses all statutory requirements including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco, and vaping
- Health protection and prevention
- Basic first aid
- Developing bodies (including puberty as part of Health Education)

In addition, as a Church of England School, we have considered the guidance of the Church of England Education Office which said that a faith –sensitive and inclusive approach to RSE is underpinned by two key biblical passages:

‘So, God created humankind in his image, in the image of God he created them.’
(Genesis 1:27, NRSV)

‘I have come in order that you may have life- life in all its fullness.’
(John 10:10, GNB)

It goes on to explain this by saying that everyone will be treated with dignity as all people are made in the image of God and loved equally by God.

‘All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated: and where they are free to be themselves and fulfil their potential without fear.’
(RSE in Church of England Schools, The Church of England Education Office, November 2019)

3. School Values

To support our children to flourish in the love and grace of God and enable our children to be wise, hopeful, live well together with dignity and respect in God's world; our academy promotes a set of distinctively Christian values underpinned by three core foundation values from the message of St Paul. These values have been built into the programme for collective worship, and much work has taken place with the children to help these to become increasingly

understood as distinctively 'Christian Values.' They underpin and drive all our teaching and fully encompassed by the PSHE curriculum. Through the teaching and understanding of PSHE these core values will support the children in thriving and becoming confident, rounded, and happy young adults.

Core values:

- Faith, Hope and Love – core foundation values
- Wisdom
- Friendship
- Respect
- Trust
- Endurance
- Forgiveness

4. Aim of the PSHE curriculum

Lisle Marsden C of E Primary Academy aim to provide pupils with the knowledge, understanding, attitudes, values, and skills they need to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social, and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

In our academy we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE.

5. Equalities and Protected Characteristics

Equality and Diversity:

- At Lisle Marsden C of E Primary Academy, we pride ourselves on being a welcoming and inclusive school. Everyone should be able to achieve the best possible outcomes as a result of their participation. We believe that equality should permeate all aspects of school life and is the responsibility of all members of the school community.
- At Lisle Marsden C of E Primary Academy diversity means acknowledging that there are differences between people that should be recognised, respected and celebrated. We promote respect of each other's differences and identities. We celebrate and raise awareness of diversity in the academy and wider community and believe that teaching children about diversity prepares them for life in modern Britain.

It is our legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section

4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

“Schools should be alive to issues such as everyday sexism, misogyny, homophobia, and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.” (DfE, 2019)

The Church of England Document “Flourishing for All,” 2025 states: “Flourishing children are to be loved unconditionally, enabled ambitiously, supported compassionately, and championed relentlessly. At the heart of a deeply Christian vision for schools is an upholding of the worth of each person: all are made in the image of God – and are thus innately worthy of dignity and honour. The hallmark of authentic, life-giving relationships is recognition of the uniqueness and value of the other so that all are welcomed wholeheartedly. Each individual should be able to flourish, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, age, or sexual orientation.” (page 11)

Protected Characteristics:

We want our children to learn that we all belong together regardless of different races, religions, sexualities, genders, abilities, and ages. We encourage children to be proud of their differences and to understand the importance of not discriminating against or being unfair to others because of their difference. Through our curriculum we will promote the children’s understanding of the protected characteristics.

Lisle Marsden Academy will ensure:

- We take into account the age and religious background of all pupils to ensure that their teaching is appropriate and to ensure that the topics outlined in the statutory guidance are appropriately handled.
- That the PSHE / RSE curriculum is accessible to all children, including those with SEND and disabilities.
- That teaching and the materials used to support teaching are appropriate for the age and maturity of pupils and sensitive to their needs.
- Transparency in what is being taught and make available to parents what is being taught and when.

The 9 protected characteristics with the Equality Act 2010 are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity

- race
- religion or belief
- sex
- sexual orientation

The Academy endeavours to promote these characteristics ensuring the needs of all our children are met in everyday school life.

The jigsaw programme used to deliver PSHE including RSE provides opportunities to discuss these important issues at an age-appropriate level.

As an overview:

Protected Characteristics	What this refers to	Links to jigsaw 3 – 11
Age	Where this is referred to, it refers to a person belonging to a particular age (for example, 32-year-olds) or range of ages (for example, 18- to 30-year-olds).	Celebrating Difference Ages 10-11 Piece 3: Power Struggles
Gender reassignment	The process of transitioning from one gender to another.	Celebrating Difference Ages 8-9 Piece 1: Judging by appearances Ages 10-11 Piece 2: Understanding difference NB. In Jigsaw the focus is on accepting all people as unique individuals, not on transitioning itself.
Being married or in a civil partnership	Marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships.' Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).	Celebrating Difference Ages 7-8 Piece 1: Families
Being pregnant or on maternity leave	Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth and is linked to maternity leave in the employment context. In the non-work context,	Celebrating Difference Ages 3-4/4-5 Piece 3: Families Ages 7-8 Piece 1: Families

	protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.	
Disability	A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to-day activities.	Celebrating Difference Ages 10-11 Piece 5: Celebrating difference Dreams and Goals Ages 7-8 Piece 1: Dreams and Goals
Race including colour, nationality, ethnic or national origin Refers to the protected characteristic of Race.	It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.	Celebrating Difference Ages 9-10 Piece 2: Racism
Religion, belief, or lack of religion/ belief Religion has the meaning usually given to it, but belief includes religious and philosophical beliefs including lack of belief (such as Atheism).	Generally, a belief should affect your life choices or the way you live for it to be included in the definition.	Celebrating Difference Ages 9-10 Piece 1: Different Cultures
Sex.	A man or a woman	Celebrating Difference Ages 6-7 Pieces 1&2: Stereotypes
Sexual orientation	Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.	Changing Me Ages 10-11 Piece 4: Boyfriends and girlfriends

6. British Values

At Lisle Marsden C of E Primary Academy, we develop and promote British Values throughout our school and within our curriculum.

"We want every school to promote the basic British Values of democracy, the rules of law, individual liberty and mutual respect and tolerance for those of different faiths and beliefs."
Lord Nash

A key part of our plan for education is to ensure our children become valuable and fully rounded members of society who treat others with respect and leave school fully prepared for life in modern Britain.

The British Values:

- The Rule of Law
- Democracy
- Individual Liberty
- Mutual Respect
- Tolerance for those of different faiths and beliefs

To do this our children will develop:

- An understanding of how citizens can influence decision-making through the democratic process
- An understanding that the freedom to hold other faiths and beliefs is protected in law
- An acceptance that people having different faiths and beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of discriminatory behaviour
- An understanding of the importance of identifying and combating discrimination

7. Objectives / Pupil learning intentions – including differentiation

Jigsaw PSHE supports 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
- Our cohesive and inclusive programme brings together PSHE Education, emotional literacy, social skills, and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.
 - Inclusivity is part of our PSHE philosophy. It may be necessary to tailor each Piece (lesson) to meet the needs of the children in the class. To support this differentiation, many Jigsaw Pieces (lessons) suggest creative learning activities that allow children

to choose the media with which they work and give them scope to work to their full potential.

- Additional supporting materials are also available in the academy should it be deemed necessary by staff. This can be delivered individually or in small groups if appropriate. The materials used include the Jigsaw Resilience and Engagement Scale and Toolkit.

Jigsaw Content

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

Term	Puzzle	Key Content
Autumn 1	Being Me in My World	Understanding personal identity, my place in the class and school community, rights and responsibilities, democracy, making a positive contribution.
Autumn 2	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.
Spring 1	Dreams and Goals	Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively.
Spring 2	Healthy Me	The relationship between physical and emotional health; nutrition, sleep, exercise, and hygiene; emotional wellbeing; drug education (including medicines); keeping safe; understanding habits and making healthy lifestyle choices.
Summer 1	Relationships	Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution, and communication skills, recognising when relationships are unhealthy, understanding loss and bereavement.
Summer 2	Changing Me	Understanding life cycles and human growth, coping positively with change, body image and self-esteem, puberty education, changing relationships, and for upper Key Stage 2, human reproduction (where taught as sex education)

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

8. Relationship, Sex and Health Education (RSE)

Relationship and health education is compulsory for all primary schools as set out in the DfE guidance 2025. Effective relationship and Sex education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. This is why the DfE recommend:

- *“... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.”* (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2021, para 67).
- *“The focus for primary relationships education should be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.”* (Relationships Education, Relationships and Sex Education, and Health Education, DfE 2025, para 24).
- *“Primary relationships education should be anchored in an understanding of positive relationships but should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This can be delivered by focusing on boundaries, privacy, and children’s rights over their own bodies and personal information. Pupils should be able to recognise emotional, physical, and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that does not feel right. In addition, pupils should understand about bullying, and that this can include the use of derogatory terms relating to sex, race, disability, or sexual orientation.”* (Relationships Education, Relationships and Sex Education, and Health Education, DfE 2025, para 27).
- *“The aim of teaching about health and wellbeing is to enable pupils to make good decisions about their own health and wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed. Schools should support pupils to develop strategies for self-regulation, perseverance, and determination, even in the face of setbacks.”* (Relationships Education, Relationships and Sex Education, and Health Education, DfE 2025, para 37).

This is supported by the Diocese of Lincoln Board of Education guidance (2019) in their definition of RSE for Church Schools.

- *‘All Church of England and Methodist schools within the Diocese of Lincoln are statutorily required to teach Relationships Education, Relationships and Sex Education and Health Education. Within the context of Christian beliefs about human dignity (e.g. Genesis 1:26-27) and the need to love your neighbour as you love yourself (e.g. Mark 12:30-31), RSE enables pupils to flourish and gain every opportunity to live fulfilled lives.’*

- *‘RSE is about the emotional, social, and physical aspects of growing up, healthy relationships, sex, human sexuality, and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life. Through RSE in church schools, pupils will have the chance to learn about how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.’*

This RSE curriculum is in the context of our broader curriculum intent, and the delivery of this part of the curriculum is one of the ways in which we seek to realise our overarching distinctively Christian vision. It reflects core Christian teachings about human beings and healthy relationships, including the belief that all are made in the image of God, are loved by God and are therefore to be treated with dignity and respect. This enables our pupils to understand that they should value the gift of themselves and recognise and respect this gift of uniqueness in others by seeking out healthy relationships. It will also help them understand a range of Christian views on the importance of long-term relationships as building blocks for family stability.

9. Compulsory aspects of Relationship, Sex and Health Education.

End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2025).

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools and academies.

- ‘All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes’ (1.13)
- Children should learn ‘how a baby is conceived and born’ before they leave primary school (1.16)
- It is compulsory to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

RSE plays a very important part in fulfilling the statutory duties all schools must meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and offline safety.

10. Jigsaw RSE content

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

Age

4-5	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
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- 5-6 Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.
- 6-7 Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.
- 7-8 Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect Others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.
- 8-9 Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.
- 9-10 Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMART internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.
- 10-11 Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what

transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

11. Withdrawal from RSE lessons

"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," DFE guidance. At Lisle Marsden C of E Primary Academy, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE programme in the 'Changing Me' unit and parents/ carers cannot withdraw from any of these elements. We conclude that sex education refers to Human production and will therefore provide parents / carers will all the necessary information and an opportunity to discuss any impact that withdrawing a child may have with the class teacher or Leader of Learning responsible for the year group. Following discussion with class teacher, parents wishing to withdraw their child from non-statutory elements only, should put this in writing to the headteacher. If a child is withdrawn from class, the academy will ensure there is appropriate alternate learning provided.

12. Health Education content

The Health Education programme at our school reflects the school ethos and demonstrate and encourages the following values.

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

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

Age

4-5	Understanding feelings; Identifying talents; being special; challenges; perseverance; goal setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.
5-6	Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.

6-7	Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.
7-8	Self-identity and worth; positivity in challenges; responsible choices; giving and receiving compliments; difficult challenges and achieving Success; dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings; simple budgeting; exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it is important online and offline; respect for myself and others healthy and safe choices; body changes at puberty.
8-9	What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty.
9-10	Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; changes in the body at puberty.
10-11	Choices, consequences and rewards; group dynamics; democracy, having a voice; emotions in success; making a difference in the world; motivation; recognising achievements; compliments; taking personal responsibility; how substances affect the body; exploitation, including 'county lines' and gang culture; emotional and mental health; managing stress; mental health; identifying mental health worries and sources of support; love and loss; managing feelings; power and control; assertiveness; technology safety; take responsibility with technology use; self-image; body image; impact of media; discernment; puberty; reflections about change; respect and consent.

13.Supporting Children with SEND

Children with special educational needs and/or disabilities receive appropriate, adapted PSHE education that meets their needs. PSHE is particularly important for children with SEND, who may be more vulnerable to exploitation, abuse, and bullying. RSHE can be particularly important for these pupils, particularly those with social, emotional, and mental health needs or learning disabilities. Teachers adapt lessons to ensure content is accessible, using:

- Visual supports, simplified language, concrete examples
- Additional pre-teaching or small group work where needed
- Multi-sensory approaches and practical activities

- Extended time for processing and responding
- Personalised social stories or resources where appropriate

For some children with SEND, certain PSHE content may need to be taught in different ways or at different times to ensure understanding and safety. The SENCO works closely with the PSHE lead and class teachers to ensure appropriate provision.

14. Links to other policies and curriculum areas

RSE has clear links with other academy policies aimed at promoting pupils' spiritual, moral, social, and cultural development, including the:

- Science Curriculum
- Citizenship
- British Values
- Anti-Bullying Policy
- Behaviour Policy
- Health and Safety Policy
- RE curriculum and Policy
- Safeguarding/Child Protection Policy
- Online Safety Policy
- Collective Worship
- Special Educational Needs Policy
- Spiritual Development Policy

15. The role of the Headteacher and Governing Body

As well as fulfilling their legal obligations, the governing body has a responsibility to ensure:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn;
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

The head teacher is responsible for ensuring the PSHE is taught consistency and effectively across the academy.

16. Monitoring and Assessment

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

Evaluation of the programme's effectiveness will be conducted based upon:

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

- Learning walks
- Book talks

The assessment of PSHE will contribute to the subject lead's evaluation of the subject.

Each half termly unit has a built-in assessment task: a formal opportunity for teacher assessment but also offers children the chance to assess their own learning and have a conversation with the teacher about their opinions. In addition, children can complete a self/peer assessment at the end of each lesson. All assessed work can be collated as part of the children's Jigsaw Journals.

The Jigsaw planning provides a pupil tracking grid which will be used to track progress throughout the units. There are three clear attainment descriptors for each Puzzle. These will be completed using a best-fit approach, assessing whether the child is working at, towards or beyond and highlight the appropriate descriptor box on that child's overview sheet.

17. Parents / Carers

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

At Lisle Marsden C of E Primary Academy, we endeavour to work closely with parents to ensure that parents know what will be taught and when.

- We will ensure it is clearly communicated that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.
- Parents will be able to access all relevant information in order to understand the purpose and content of Relationships Education and RSE.
- Parents will be invited to approach class teachers with any questions and concerns that will support them in being able to support their child and make any informed decisions regarding engagement in the lessons.

18. Sensitive and Controversial issues

Teaching:

- Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting.
- Issues that we address that are likely to be sensitive and controversial because they have a political, social, or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement, LGBTQ+.
- Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views.
- Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing

reasonable points of view that contradict those held either by their class teachers or their peers.

- Staff members are aware that views around RSE-related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils can form their own, informed opinions but also respect that others have the right to a different opinion.
- Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Safeguarding team if they are concerned.
- Our school believes that RSE should meet the needs of all pupils, answer appropriate questions, and offer support. In lessons that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions, and offer support.

19. Confidentiality, Safeguarding and Child Protection issues

- Teachers are aware that sometimes disclosures may be made during PSHE lessons; in which case, safeguarding procedures must be followed immediately.
- Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen.
- If disclosures occur, the school's Safeguarding policy is followed.
- As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, they will talk to the named Designated Safeguarding Lead who will take appropriate action as laid down in the Child Protection Policy.
- The child concerned will be informed and understand why the information they have provided has been shared. The child will be supported by the teacher throughout the process.

This Policy will be reviewed annually.