



IPSWICH SCHOOL

PSHE (Personal, Social, Health Education) Policy (including Relationships and Sex Education (RSE) and Health Education, statutory from September 2020)

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 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.

PSHE

At Ipswich School, we teach Personal, Social, Health Education as a whole-school approach to underpin students' development as people and because we believe that this also supports their learning capacity.

Jigsaw, the mindful approach to PSHE, provides a programme which offers us a comprehensive, carefully thought-through Scheme of Work bringing consistency and progression to our students' learning in this vital curriculum area.

The overview of the programme can be seen on the school website.

This also supports the "*Personal Development*" and "*Behaviour and Attitude*" aspects required 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 young people.

Statutory RSE and Health Education

"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 and Sex Education compulsory for all pupils receiving secondary 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 and Relationships and Sex Education compulsory in all secondary schools, 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. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils’ understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.”

“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 and Sex Education.”

DfE Guidance p.11.

Here, at Ipswich School we value PSHE as a way to support students’ 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 , Sex and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to our students’ needs. The mapping document, ‘Jigsaw 11-16 and statutory RSE and Health Education’, shows exactly how Jigsaw and , therefore, our school, meets the statutory RSE and Health Education requirements.

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 PSHE policy is informed by existing DfE guidance:

- *Keeping Children Safe in Education* (statutory guidance) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf
- *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 - Educate Against Hate](#)
- *Behaviour and Discipline in Schools* (advice for schools, including advice for appropriate behaviour between pupils) [Behaviour and discipline in schools: guide for governing bodies - GOV.UK](#)
- *Equality Act 2010* [Equality Act 2010](#)
- *SEND code of practice: 0 to 25 years* (statutory guidance) [SEND code of practice: 0 to 25 years - GOV.UK](#)
- *Alternative Provision* (statutory guidance) [Alternative provision - GOV.UK](#)
- *Mental Health and Behaviour in Schools* (advice for schools) [Mental health and behaviour in schools - GOV.UK](#)
- *Preventing and Tackling Bullying* (advice for schools, including advice on cyberbullying) [Preventing bullying - GOV.UK](#)
- *Sexual violence and sexual harassment between children in schools* (advice for schools) [\[Withdrawn\] Sexual violence and sexual harassment between children in schools and colleges - GOV.UK](#)
- *The Equality and Human Rights Commission Advice and Guidance* (provides advice on avoiding discrimination in a variety of educational contexts)
- *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](#)
- *SMSC requirements for independent schools* (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE (mapping document available on the Community Area of www.jigsawpshe.com) and aligned to the definitions of Relationships and Sex Education offered by the Sex Education Forum (National Children's Bureau, April 2020).

What do we teach when and who teaches it?

Whole-school approach

The Jigsaw Programme covers all areas of PSHE for the secondary phase including statutory RSE and Health Education. 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.

See also Appendix I: Ipswich School: RSE Annual Talk (letter to parents sent September annually).

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 difference, Equality Act
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, intimate relationships 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

At Ipswich School we allocate from 40mins to 80mins (depending on the year) to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

- assemblies and collective worship,
- praise and reward system,
- Learning Charter,
- through relationships student to student, adult to student and adult to adult across the school.
- We aim to 'live' what is learnt and apply it to everyday situations in the school community.
- Class tutors/ a dedicated PSHE Team deliver the weekly lessons.

- Each lesson has a one-hour timetabled slot each week.

Relationships and Sex Education

“The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like...it should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships...

Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

RSE should provide clear progression from what is taught in primary school in Relationships Education.

Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect.”

DfE Guidance page 25

“In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of The Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...

We expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.”

DfE Guidance page 15

The Sex Education Forum offers the following definitions:

“Sex education is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.”

“Relationships education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future.”

Sex Education Forum, 2020

What does the DfE statutory guidance on Relationships Education expect young people to know by the time they leave secondary school?

RSE in secondary schools will cover ‘Families’, ‘Respectful relationships including friendships’, ‘Online and media’, ‘Being safe’ and ‘Intimate sexual relationships, including sexual health’.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document, 'Jigsaw 11-16 and Statutory RSE and Health Education'.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, the Changing Me Puzzle covers much of the Sex Education and the Healthy Me Puzzle covers much of the Health Education, some of the outcomes are also taught elsewhere in Jigsaw. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

"It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves."

DfE Guidance page 35.

What does the DfE statutory guidance on Health Education expect young people to know by the time they leave secondary school?

Health Education in secondary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document, 'Jigsaw 11-16 and Statutory RSE and Health Education'.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw, e.g. emotional and mental health is nurtured every lesson through mindfulness practice and respect is enhanced through the use of the Jigsaw Charter.

Again, the mapping document shows transparently how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Sex Education

The DfE Guidance 2019 integrates Relationships and Sex Education at secondary school level.

Most of the DfE outcomes relating to Sex Education sit within the 'Intimate and sexual relationships, including sexual health' section of the guidance and include aspects like:

- the facts about reproductive health...
- the facts about the full range of contraceptive choices ...
- how the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted...
- how to get further advice...
- consent and the law

DfE Guidance page29.

At Ipswich School we agree with the Sex Education Forum definition of Sex Education (as above).

The Jigsaw PSHE Programme also reflects this, making it possible for us to identify which lessons specifically address these aspects of learning, thereby making it straightforward for us to communicate this to parents/carers in relation to their right to request to withdraw their children from Sex Education.

Parents' right to request their child be withdrawn from Sex Education

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE...

... except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those Terms”.

DfE Guidance pages 17/18.

Should parents wish to discuss withdrawing their child from Sex Education, they are advised to....

Monitoring and Review

The Academic Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Academic Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments.

Inclusion and SEND

At Ipswich School we pride ourselves on our inclusive policy and on how we make provision for all students' needs.

PSHE is differentiated and personalised by.....

Equality

This policy will inform the school's Equalities Policy

The DfE Guidance 2019 (p.15) states, “Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum”.

At Ipswich School we promote respect for all and value every individual student.

We also respect the right of our students, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of RSE and Health Education.

Policy Review

This policy is reviewed annually.

Date of review:	September 2023
Date of next review:	September 2024

Appendix I: Ipswich School: RSE Annual Talk

Dear Parents

The government has developed a revised compulsory Relationship, Sex and Health Education curriculum policy that is required for teaching (from September 2020). If you would like to see the government's policy, please click on the following link: [RSE Policy Link](#)

Throughout much of the PSHE programme at Ipswich School we utilise the programme developed by Jigsaw: [Jigsaw Education Group](#)

Jigsaw PSHE perfectly connects the pieces of Personal, Social, Health and Well-Being Education. The programme teaches children and young people emotional literacy, social- and lifelong skills, RSE/RSHE and resilience in an age-appropriate manner. The Secretary of State for Education is soon to make it statutory that schools must be able to share published programmes used for RSHE to parents when requested.

If you require further information on the Jigsaw RSHE content, please contact sjd@ipswich.school, and I will be able to share an individual link for content viewing.

To further support our existing curriculum, we have invited 'The School of Sexuality Education' to visit the school and deliver the following talks for Years 7-13. They are an award-winning organisation who support many schools across the UK with age-appropriate and inclusive workshops, in line with government guidance.

Sessions will be delivered to each year group throughout the day as follows:

Year 7: Puberty and anatomy

- How does the body change as we go through puberty?
- Understanding anatomy, including proper names for parts of the body; health and hygiene reminders; body image and diversity in appearances;
- Periods and period products
- Managing our moods during puberty: self-care reminders.

Year 8: Identity, gender and sexuality

- What are all the aspects that make up our identity?
- Understanding the differences between gender, sexuality, expression and attraction
- LGBTQIA+: what does this mean and why is it important?
- How can we build more equitable and inclusive environments? Allyship and supporting

one another.

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Year 9: Consent

- What are the laws relating to sexting?
- What is online sexual harassment? Understanding how the concepts of consent still apply in digital contexts;
- What is 'image-based sexual abuse' and 'cyberflashing'?
- What can you do if you experience any form of online sexual harassment - and what can you do if you witness it? Being a digital bystander;
- 'Digital defence', your rights and useful e-safety tools.

Year 10: Gender, gender based sexual violence

- What are 'gender double standards'?
- What is 'slut shaming'? What's the impact of these double standards - how do they create pressures which are harmful to all genders?
- What is 'victim blaming' and how does this fit in with myths and misconceptions around sexual violence?
- How can we create change? How can we positively influence the behaviour of those around us? What can we do to educate other people?

Year 11: Reproductive and sexual health

- Preventing pregnancy: what is contraception, when is it needed, what are the options?
- Preventing STIs: when is there a risk, what are STIs, prevention, screening and treatment
- Barrier methods: correct use
- Emergency contraception - what is it, when might someone access it;
- Accessing sexual health services.

Year 12: Positive relationships

- Introducing framework for understanding positive relationships (consideration, equality, trust and honesty)
- Analysing a video showing an unhealthy teen relationship - identifying negative/abusive relationship behaviours
- Understanding why people stay in unhealthy or abusive relationships, and how we could best support a friend in this position
- Understanding the difference between a safe argument and abuse;
- Support services and signposting.

Year 13: Sex and the media

- What are 'sexual scripts' and where do we see these? Exploring the presentation of sex in

mainstream media;

- Analysing the tropes in mainstream sex scenes and porn: stereotypes, lack of communication and explicit consent, representation and heteronormativity;
- What's the impact of seeing sex and relationships being presented in a certain way in mainstream media?
- What needs to change to make on-screen sex and relationships more ethical and diverse?

If you would like to share any of your thoughts or concerns regarding our RSE provision, please can you reply to this email.

Kindest regards

Simon Duncombe
Director of Life Skills