


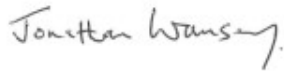
Relationships and Sex Education

and

Health Education Policy

Leehurst Swan School



<p>Approved by:</p>	 <p>Headteacher</p>  <p>Representative of Governing Body</p>	<p>Date: 30.10.23</p>
<p>Last reviewed on:</p>	<p>30./10/23</p>	
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This plan applies to the whole school including EYFS and is published on the school website for access by parents.

Introduction and 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.

This policy has been created with reference to the DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' statutory guidance 2019 (updated 13 September 2020). In accordance with guidance under section 80A of the Education Act 2002 all prep pupils are provided with relationship education and all senior pupils are provided with relationships and sex education in accordance with statutory guidance from September 2021.

Rationale and ethos

High-quality, evidence-based and age-appropriate teaching of Relationships, Relationships and Sex (RSE) and Health Education can help prepare pupils for the opportunities, responsibilities and experiences of adult life, both in the real world and online. The aim of Relationships, Relationships and Sex Education and Health Education is to give children and young people the skills, knowledge and understanding that they will need in order to make responsible decisions about their life, to learn to respect themselves and others, and to move with confidence from childhood into adolescence and adulthood. It is centrally concerned with supporting children and young people through their physical, emotional and moral development, helping to ensure they develop resilience, know how and when to ask for help, and know where to access support.

At Leehurst Swan School, we see RSE as just one part of a lifelong process of learning about relationships, emotions, sex, sexuality and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Our overarching aim in RSE is to give pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Our teaching of RSE should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. We aim to teach what is acceptable and unacceptable behaviour in relationships, to help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

PSHE

At Leehurst Swan we teach Personal, Social, Health and Economic Education (PSHE) as a whole-school approach to underpin pupils' development as people and because we believe that this also supports their learning capacity. We include the statutory Relationships and Health Education (Prep), and Relationships, Sex and Health Education (Seniors) within our whole-school PSHE Programme.

Jigsaw, the mindful approach to PSHE, provides a whole-school programme which offers us a comprehensive, carefully thought-through scheme of work bringing consistency and progression to our pupils' learning in this vital curriculum area. The overview of the programme can be seen below.

This also supports “Personal Development” and “Behaviour and Attitude” 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 Education compulsory for all pupils receiving primary education and 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.

“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

Here, at Leehurst Swan we value RSE as a way to support pupils’ 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.

Young people need high-quality relationships and sex education, so they can make wise and informed choices and understand their rights and choices as individuals with diverse moral, cultural and religious views. Young people and parents want an education that reflects the realities of growing up in modern society and equips them to enjoy safe and respectful relationships.

It is lifelong learning about physical, moral and emotional development. It aims to give pupils essential skills for building positive, enjoyable, respectful and non-exploitative relationships and to stay safe on and offline. It enables exploration of attitudes and values and helps build self-esteem and confidence to view themselves and their sexuality and gender positively.

In the RSE programme we also fulfil the legal obligation to provide information about Sexually Transmitted Infections (STIs) and HIV/AIDS, FGM, abortion, assisted conception, exploitation, LGBT+ equality matters, family life and forced marriages. Facts are presented in an objective and balanced impartial manner. Pupils will be made aware of the difference between fact, opinion, religious and cultural beliefs and the importance of tolerance living in modern society. Given the concerns about child sex abuse and exploitation and the risks associated with growing up in the digital world, the curriculum is designed to meet the needs of all of its learners, equipping them with the knowledge and confidence to make the right choices and stay safe.

Pupils are helped to recognise pressure from others, to be able to discuss relationships and recognise and express emotions, develop skills in challenging prejudice and valuing diversity. They are made aware of the help and advice available from sexual health and community services as well as other adults such as parents and carers.

The long-term goal is to promote positive aspects of relationships, both emotional and physical and self-respect. The objectives of the RSE curriculum are to:

- Increase tolerance, respect and mutual understanding
- Enhance knowledge of risks and counteracting myths
- Improve effective contraceptive use by teenagers who are already sexually active
- Provide effective skills to those who wish to resist unwelcome pressure
- Ensure that pupils know how to keep themselves safe
- Understand and value themselves as unique individuals

Throughout all the key stages pupils are encouraged to develop the range of personal and social skills needed for relationships with family and friends which are age appropriate.

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 pupils' needs. The mapping documents: 'Jigsaw 3-11 and statutory Relationships and Health Education' and 'Jigsaw 11-16 and statutory RSE and Health Education', show 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)

- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [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))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- [National Citizen Service: guidance for schools and colleges - GOV.UK \(\[www.gov.uk\]\(http://www.gov.uk\)\)guidance for schools](#)
- [The Relationships Education, Relationships and Sex Education and Health Education \(England\) Regulations 2019 \(\[publishing.service.gov.uk\]\(http://publishing.service.gov.uk\)\)](#)
- [About this guidance - GOV.UK \(\[www.gov.uk\]\(http://www.gov.uk\)\)](#)

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?

The member of staff responsible for the co-ordination, development, monitoring and evaluation of RSE is the Head of PSHE in consultation with the Deputy Head. RSE issues will be discussed in a safe environment where trust, co-operation and support between the pupils and staff minimises embarrassment and is fully inclusive.

Safeguarding

Effective delivery of RSE necessarily allows pupils an open forum to discuss potentially sensitive issues, which may in turn lead to disclosure of a child protection issue. All staff are trained in child protection and, if they receive a disclosure or have any concerns about a pupil in their class, should follow the school's normal safeguarding procedures as set out in the Safeguarding (Child Protection) Policy.

Where visiting speakers are invited to support delivery of certain aspects of the RSE curriculum, they will be subject to the school's usual procedures for vetting visiting speakers. In addition, the school's Head of PSHE will brief them in advance regarding the school's safeguarding procedures.

Whole-school approach

The Jigsaw Programme covers all areas of PSHE for the primary and secondary phases 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.

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 Leehurst Swan we allocate one 35-minute period to PSHE each week in the Prep School and two 35-minute periods in the Senior School 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 Fundamentals,
- through relationships pupil to pupil, adult to pupil 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 teachers or the Head of PSHE deliver the weekly lessons.

Prep School:

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

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 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary 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 3-11 and Statutory Relationships 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 the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

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

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education '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'.

At Leehurst Swan, we believe children should understand the facts about human reproduction before they leave primary school, so we define Sex Education as understanding human reproduction. This is taught within the 'Changing Me' unit within our Jigsaw PSHE Programme.

Puberty is taught as a statutory requirement of Health Education and this is delivered through our Jigsaw PSHE Programme in the 'Changing Me' unit.

EYFS

Although the DfE guidance does not specifically have outcomes for the Early Years Foundation Stage, good practice within this age range lays a solid foundation for the learning which will follow in later years. The National EYFS Framework sets this out in detail. Relationships are a "Golden Thread" woven throughout the Jigsaw Programmes as well as the focus of specific learning in the Relationships Puzzle (unit). Jigsaw is eager to start by building a positive relationship with self and looking outwards to building relationships with others. All of the session plans within Jigsaw include activities to enhance social skills. Many have this explicitly within the main session teaching and/or within the activities suggested for group work. The DfE Guidance for Primary Schools states that children should learn about families and the characteristics of a healthy family life, and how important friendships are in making us feel happy and secure, and how people choose and make friends. This important work begins in EYFS in Jigsaw, for example in the Celebrating Difference Puzzle (unit), Session 3, and throughout the Relationships Puzzle where Learning Intentions include topics such as how it feels to belong to my

family, how to make friends and solve problems in friendships, understanding the impact of unkind words, and being a good friend. These pieces (sessions) on unkind words and feelings approach the concept of bullying in an age-appropriate way. Celebrating Difference also begins the work on understanding that each person is unique and may be quite different, and teaches the children to respect this in others and within themselves, to see difference as a positive. Stranger Danger is explicitly taught in Healthy Me (piece 6) to sow the seeds for the later learning on recognising who to trust and not to trust and what to do if they feel unsafe.

Senior School:

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 page 29.

At Leehurst Swan we agree with the Sex Education Forum definition of Sex Education (as above).

The Jigsaw 11-16 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.

The grid below shows which lessons cover which aspects of the DfE outcomes:

Online and media (OM)		Year 7	Year 8	Year 9	Year 10	Year 11
OM	their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.					
a	about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.					
b	not to provide material to others that they would not want shared further and not to share personal material which is sent to them.					
c	what to do and where to get support to report material or manage issues online.					
d	the impact of viewing harmful content					
e	that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.		CM4	RL3	RL2	
f	that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.					
g	how information and data is generated, collected, shared and used online.					
h						

Being Safe (BS)		Year 7	Year 8	Year 9	Year 10	Year 11
BS a	the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships	CM1	RL4 CM5	RL1 RL2	CD4 CD6 RL2 RL5	BM1 BM2 HM3 HM5 RL5 RL6
b	how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).					
	Intimate and sexual relationships, including sexual health (ISR)	Year 7	Year 8	Year 9	Year 10	Year 11
ISR a	how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.					
b	that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.	CM3	CM5 CM6	RL2	DG2 RL3	HM2 HM3 HM5
c	the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.			RL4		HM2 HM4
d	that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.					
e	that they have a choice to delay sex or to enjoy intimacy without sex.					

f	the facts about the full range of contraceptive choices, efficacy and options available.			RL4		HM4
g	the facts about the full range of contraceptive choices, efficacy and options available.	CM2				HM4
h	that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption,	CM2				HM4 HM6
i	how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing				HM6	HM2 HM4
j	about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.			RL5	HM6	HM2
k	how the use of alcohol and drugs can lead to risky sexual behaviour.					
l	how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	CM5		RL5		HM6 RL4

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.

Throughout all the key stages pupils are encouraged to develop the range of personal and social skills needed for relationships with family and friends which are age appropriate.

The school ensures that parents know what will be taught and when, and clearly communicate the fact 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 informed of this right by letter during the Autumn Term.

Parents must state their request in writing to the Headteacher. Parents will then be invited into school to discuss the request to ensure that their wishes are fully understood. We will clarify the nature and purpose of the curriculum alongside the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child, for example the emotional and social effects of being excluded as well as the likelihood of the child hearing his/her peers' version of what was learned in the class rather than what was delivered by the teacher. Unless there are exceptional circumstances, the headteacher will respect the parents' request to withdraw their child. The school will document any parental request that their child be withdrawn from sex education and ensure a record is kept.

There is no right to withdraw from relationship education. The DfE states that "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.'

Pupils who are withdrawn will receive purposeful education during the period of withdrawal.

Monitoring and Review

The Education, Welfare and Personnel (EWP) 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. Parents will be consulted on the content of the RSE policy and the EWP Committee will give serious consideration to any comments from parents about the PSHE (RSE) and Health Education programme and makes a record of all such comments

Inclusion and SEND

At Leehurst Swan we pride ourselves on our inclusive policy and on how we make provision for all pupils' needs.

PSHE lessons are differentiated and personalised by the Head of PSHE or Head of Prep.

Equality

This policy will inform the school's Equalities Policy

Schools are required to comply with relevant requirements of the Equality Act 2010 and must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively

known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for the provision of RSE and other subjects.

We will consider whether it may be appropriate or necessary to put in place additional support for pupils with particular protected characteristics. We will take positive action to build a culture where sexism, misogyny, homophobia and gender stereotypes will not be tolerated, and any occurrences are identified and tackled.

The school will refer to the SEND code of practice, where appropriate, and will also be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE can be particularly important for those with social, emotional and mental health needs or learning disabilities, and such factors will be taken into consideration when designing and teaching the RSE and Health Education curriculum. If it is considered necessary, extra support can be put in place: for example, to ensure that a pupil has fully understood consent.

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 the DfE expects all pupils to have been taught LGBT+ content at a timely point as part of this area of the curriculum.

At Leehurst Swan we promote respect for all and value every individual pupil.

We also respect the rights of our pupils, 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.

A detailed overview and mapping document of the Jigsaw programme will be provided to parents on request. In line with the Secretary for State's letter to schools dated 24.10.23 Leehurst Swan School will share RSE and Health Education materials with parents in a proportionate way and as directed by the guidance outlined in the letter.