



**Brook Green**  
**CENTRE FOR LEARNING**

**PSHE**

**(Personal, Social, Health Education)**

**Policy**

**(including Relationships and Sex Education (RSE) and  
Health Education, statutory from September 2020)**

**This policy has been reviewed and agreed by the Board of Governors at the meeting held in July 2024.**

**Review Date: Summer 2025**

## **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 Brook Green Centre for Learning (BGCFL), 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. To support the delivery of PSHE, BGCFL has adopted the program of study provided by Jigsaw.

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.

The school covers the five key principles of:

- 1) RSE should teach about the law
- 2) RSE should keep children safe and informed.
- 3) Schools should follow age limit guidance
- 4) Materials should be freely available to parents
- 5) Parents should be able to withdraw

## **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 BGCFL 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)
- [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).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE (more information about the 'Jigsaw approach can be found at [www.jigsawpshe.com](http://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.

Term	Puzzle (Unit)	Content
<b>Autumn 1:</b>	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.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding difference, Equality Act
<b>Spring 1:</b>	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
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family, intimate relationships and other relationships, conflict resolution and communication skills, bereavement and loss

<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change
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At Brook Green we allocate two 45minute lessons 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.
- Building Me tutor program

### **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. To support this further, teachers may also use aspects of the Primary Jigsaw package as well as the secondary programme.

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.

Through delivery of the PSHE program students will learn about how some types of behaviour including within relationships are criminal including violent behaviour and emotional abuse such as controlling and coercive behaviour. Schools should not teach about details of violent abuse before Year 9. It is important pupils are not introduced to distressing concepts before they can understand them.

With regards to the concept of laws relating to sexual violence including rape and sexual assault. Schools should not teach about this in any sexually explicit way before year 9; Female Genital Mutilation (FGM) This should not be taught before Year 9: Concepts around domestic abuse including controlling and coercive behaviour, economic or physical abuse and violence. Schools should not teach details of violent abuse before year 9. Students learn how to seek support for worrying or abusive behaviour in themselves or others including information about where to report abuse, although explicit discussions around the details of sexual acts should not be taught before year 9. Thus, Jigsaw ensures topics are introduced at age-appropriate stages and adhere to the age guidelines set out in the Draft Relationships Education, Relationships and Sex Education (RSE) and Health Education 2024 (pp 15-16, pp 24-28.)

## **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. It is recognised that many of the topics covered in the Jigsaw program are also covered and supported in other curriculum areas.

## **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. Relationships education should not include topics that involve explaining different forms of sexual activity. It is to include topics such as:

- 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 Brook Green 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.

Schools should not teach about the broader concepts of gender identity. If asked about the topic of gender schools should teach the facts biological sex and not use any materials that present contested views as fact.

## **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 contact and discuss their preferences with the curriculum lead for PSHE. More information about Jigsaw is available at <https://jigsawpshe.online/>.

All the materials that are used in the Jigsaw programme can be accessed on the school's PSHE website both by parents and carers. "Parents are the first educators of their children, and schools should make sure parents are aware of what is being taught in RSHE" (Draft RSE page 8).

### **Monitoring and Review**

The Board of Governors will monitor this policy on an annual basis. That monitor will advise if the policy needs modification. The Board of Governors gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. The student voice is also considered and resources are regularly reviewed and reflected on by students. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos. PSHE delivery is reviewed annually as part of the whole school Quality Assurance and subject review processes.

The lead teacher will need to work closely with colleagues in related curriculum areas to ensure relationships education, RSE and Health Education complement and do not duplicate content covered in National Curriculum subjects such as citizenship, science, computing and PE.

### **Inclusion and SEND**

At Brook Green all of our students have an EHCP in place and have recognised additional needs.

The school prides itself in its inclusive policy and on how we make provision for all students' needs. Where necessary teachers may adapt the Jigsaw content to ensure that each lesson is relevant and meaningful to the learners in class. Due to nearly 90% of the student at Brook Green having Cognition & Learning needs and SEMH needs adaptations are likely to be required in order to offer the sensitivity and empathy to possible ACES. Also, as a trauma informed school, teachers will use sensitivity when introducing or discussing explicit topics

### **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 Brook Green we promote respect for all and value every individual student. The school respects 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. Where teachers are faced with questions that go beyond any sex education covered by the school, or where the content is age restricted pupils will be signposted to their parent, carer, appropriate adult, or trusted signposting service. (Draft RSE 2024 page 15)

Jigsaw PSHE documents needed to explain this policy (attach as required):

- Jigsaw 11-16 and statutory RSE and Health Education (mapping document)