

REBUILDING CONFIDENCE  
REIMAGINING EDUCATION RESTORING FUTURES  
IMAGINE  
"A BRIGHTER FUTURE"



## RSHE Policy

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## Introduction

At Imagine Wellbeing, we are committed to delivering a comprehensive, inclusive, and high-quality Relationships, Sex and Health Education (RSHE) programme that prepares all pupils—especially those with Special Educational Needs and Disabilities (SEND)—for the opportunities, responsibilities, and experiences of adult life.

Our vision is to empower every child to develop:

- Safe and healthy relationships,
- A strong sense of identity and self-worth,
- Resilience in the face of change and challenge, and
- The confidence to speak up, seek help, and respect others.

RSHE at Imagine Wellbeing is not taught in isolation but is integrated into the wider Personal, Social, Health and Economic (PSHE) curriculum, science lessons, assemblies, and individual support sessions. Our inclusive approach ensures that all children, regardless of ability, background, or identity, have access to age-appropriate, differentiated teaching that meets their unique needs.

We recognise that RSHE is a safeguarding priority and a statutory requirement. It plays a vital role in helping pupils understand their bodies, emotions, rights, and responsibilities, and how to form respectful relationships both offline and online.

## RSHE Policy for Imagine Wellbeing

### Aims and Objectives

At Imagine Wellbeing, the RSHE programme is designed with the whole child in mind—supporting not just academic progress, but also emotional security, social development, and physical health. Our curriculum reflects the statutory guidance for Relationships Education, Health Education and (in upper Key Stage 2) non-statutory Sex Education.

We are especially committed to ensuring that our RSHE teaching is fully inclusive and accessible for all pupils, including those with SEND, by providing adapted resources, scaffolded learning, and trauma-informed, emotionally safe practices.

Our aims are grouped into key outcomes:

Provide Accurate and Accessible Knowledge

#### We aim to:

Ensure pupils acquire clear, age-appropriate information about:

- Healthy relationships, including friendships and family life.
- Personal safety, including consent and boundaries.
- Body changes, including puberty and reproduction (Years 5–6).
- Online behaviour, digital resilience, and safety.

Teach correct anatomical vocabulary in a safe and respectful way.

Provide factual and inclusive content, free from bias or stereotype.

SEND focus: We use visuals, concept cartoons, emotion cards, and simplified definitions to ensure all learners, including non-verbal pupils, can access key ideas.

### **Develop Social and Communication Skills**

We aim to help pupils:

- Practise respectful interaction, active listening, and turn-taking.
- Understand and express their emotions using appropriate vocabulary or alternative communication methods.
- Explore the difference between assertiveness, aggression, and passivity.
- Recognise social cues and the importance of personal space.

SEND focus: We integrate social stories, role-play, and communication tools (e.g. PECS, Makaton) to embed real-life relationship scenarios in teaching.

### **Foster Emotional Wellbeing and Resilience**

We aim to:

- Support pupils in recognising and regulating their emotions.
- Build self-esteem and a strong sense of identity.
- Normalise feelings such as anxiety, loneliness, or frustration, and teach positive coping strategies.
- Help pupils manage transitions, including the move to secondary school.

SEND focus: We use structured routines, calm spaces, and emotion-regulation visuals to support pupils who may feel overwhelmed by sensitive content.

### **Safeguard Pupils Through Education**

We teach pupils to:

- Understand and maintain appropriate boundaries in different relationships (friends, adults, online).
- Recognise unsafe or harmful behaviours (e.g., grooming, bullying, peer pressure).
- Know who trusted adults are and how to seek help persistently until heard.
- Use vocabulary to describe unsafe situations and bodily autonomy confidently.

SEND focus: Teaching on privacy, body ownership, and unsafe contact is delivered using diagrams, sensory aids, and role-play tailored to pupils' developmental levels.

### **Celebrate Diversity and Promote Inclusion**

We promote:

- Respect for differences in family structures, gender identity, culture, and beliefs.
- Awareness of how stereotypes and prejudice can harm individuals and communities.
- Understanding of equality and human rights.

SEND focus: We use books, visuals, and discussions featuring diverse characters, including those with disabilities, LGBTQ+ identities, and a range of cultural traditions.

### **Prepare Pupils for Adulthood**

We want our pupils to:

- Develop body confidence and a sense of bodily autonomy.
- Make informed decisions about relationships and health.
- Learn about reproduction in a safe, age-appropriate way (Years 5–6).
- Understand how changes such as puberty affect their minds and bodies.
- Begin to take responsibility for self-care, hygiene, and personal safety.

SEND focus: Concepts such as puberty and reproduction are taught gradually with repeated exposure, using timelines, storybooks, and anatomical models to aid understanding.

## **RSHE Policy for Imagine Wellbeing**

### **Statutory and Legal Framework**

At Imagine Wellbeing, we recognise our statutory duty to deliver high-quality Relationships Education and Health Education to all pupils in primary education, in accordance with the Department for Education’s 2020 guidance: “Relationships Education, Relationships and Sex Education (RSE) and Health Education” (DfE, 2019, statutory from September 2020).

We are committed to fulfilling all legal responsibilities with a strong emphasis on safeguarding, equality, and inclusion, particularly for our pupils with Special Educational Needs and Disabilities (SEND).

## **Legal and Statutory Requirements Covered in This Policy**

### **Relationships Education (Statutory)**

Delivered to all pupils in Years 1–6, covering:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Statutory for all primary schools under the Children and Social Work Act 2017.

### **Health Education (Statutory)**

Covers physical health, mental wellbeing, and basic first aid. Topics include:

- Healthy eating
- Physical activity
- Puberty and hygiene
- Mental health and emotional regulation
- Internet safety
- Dental and personal hygiene

Statutory for all primary-aged pupils as per DfE guidance.

## **Sex Education (Non-Statutory)**

At Imagine Wellbeing, we choose to deliver sex education in Years 5 and 6, to prepare pupils for puberty and human reproduction in a safe, age-appropriate, and inclusive way.

Topics include:

- How babies are conceived and born
- The development of a baby during pregnancy
- Reproduction within the context of respectful, loving relationships

Parents/carers have the legal right to withdraw their child from non-statutory sex education.

We encourage families to engage with us before making a decision to withdraw. A withdrawal form is available (see Appendix 2), and alternative learning will be provided.

## **Science National Curriculum**

Elements of sex and reproduction are taught as part of the science curriculum and cannot be withdrawn from. These include:

- Key Stage 1: Understanding that animals, including humans, have offspring.
- Key Stage 2: Describing changes as humans develop to old age, including puberty and reproduction.

Statutory for all pupils. Delivered alongside RSHE in a developmentally appropriate manner.

## **Equality Act 2010**

All RSHE content is delivered in accordance with the Equality Act, ensuring:

- Respect for all protected characteristics: race, religion or belief, disability, sex, sexual orientation, gender reassignment, and others.
- Inclusive teaching that reflects the realities of our diverse society.
- Resources and discussions that actively challenge gender stereotypes, racism, ableism, and homophobia/transphobia.

We take an actively anti-discriminatory approach to ensure all pupils feel seen, respected, and safe.

## **SEND Code of Practice (2015)**

We ensure equity of access to RSHE for pupils with additional needs, as outlined in:

- SEND Code of Practice (2015)
- Children and Families Act (2014)
- Pupils with SEND may require:
  - Differentiated delivery
  - Visual scaffolds and social stories
  - Repetition of key ideas
  - Alternative methods of communication (e.g., AAC, Makaton, symbols)

Access and inclusion are prioritised in all planning and delivery of RSHE.

## Curriculum Delivery and Content

At Imagine Wellbeing, our Relationships, Sex and Health Education (RSHE) curriculum is delivered through the Jigsaw PSHE Programme, a whole-school, evidence-based scheme that meets the statutory requirements for Relationships and Health Education and supports the emotional, social, and mental development of all pupils.

Jigsaw integrates Relationships, Health Education, emotional literacy, mindfulness, and safeguarding in a spiral, progressive curriculum from EYFS to Year 6. This ensures that learning builds on prior knowledge while remaining age-appropriate, inclusive, and responsive to pupils' needs.

We supplement this with:

- The JMB Education RSHE Curriculum Coverage Map to ensure we meet all statutory objectives for each year group
- Tailored content, strategies and resources to support learners with SEND, ensuring every pupil can access, understand, and apply RSHE learning.

## Structure of the Curriculum

Jigsaw's PSHE framework is organised into six half-termly units (called Puzzles), each containing age-appropriate, sequenced lessons.

Half Term	Jigsaw Unit ("Puzzle")	Key Themes
Autumn 1	<i>Being Me in My World</i>	Identity, belonging, self-worth, rights
Autumn 2	<i>Celebrating Difference</i>	Respect, diversity, and anti-bullying
Spring 1	<i>Dreams and Goals</i>	Aspirations, resilience, teamwork
Spring 2	<i>Healthy Me</i>	Physical and mental health, safety, and substance awareness
Summer 1	<i>Relationships</i>	Family, friendship, conflict resolution, trust
Summer 2	<i>Changing Me</i>	Puberty, reproduction (Y5–6), transitions

Summer 1 and Summer 2 deliver the core of statutory Relationships Education and Health Education (including puberty), and non-statutory Sex Education in upper KS2.

## Statutory Coverage with Jigsaw

Jigsaw explicitly meets all the statutory requirements for:

- Relationships Education (DfE 2020)
- Health Education (including physical health and mental wellbeing)
- Safeguarding principles (e.g., consent, online safety, recognising abuse)

The curriculum is cross-referenced with the JMB Education statutory coverage grid to ensure all learning objectives are systematically addressed across key stages and terms.

## SEND Adaptations and Inclusive Delivery

We believe that every child has the right to access RSHE. To support this, we use inclusive strategies to adapt lessons for SEND learners. These include:

- Pre-teaching vocabulary and concepts
- Visual scaffolds, picture cards, and storyboards
- Role play and modelling to embed social concepts
- Use of Makaton, PECS, and AAC tools
- Simplified language and step-by-step delivery
- Opportunities for practical exploration (e.g., hygiene kits, anatomical models)
- Calm corners and emotional regulation tools

Jigsaw's "calm me" time, ground rules, and emphasis on emotional literacy make it particularly well-suited to support the social-emotional needs of neurodivergent pupils.

## **Curriculum Progression and Planning**

To ensure coherent progression from Reception to Year 6:

- The Jigsaw spiral curriculum introduces key concepts early and revisits them at increasing levels of complexity.
- Sensitive topics, such as puberty and reproduction, are introduced gradually and only when developmentally appropriate.
- The JMB RSHE coverage map is used by curriculum leaders to:
  - Monitor statutory objective coverage
  - Identify and address any gaps or overlaps
  - Evaluate term-by-term and year-on-year progression

Timing and Lesson Delivery

- RSHE lessons are delivered weekly, typically lasting 45–60 minutes.
- Additional sessions are integrated through:
  - Science (e.g., body changes, reproduction)
  - Assemblies (e.g., online safety, respect)
  - Circle time and pastoral support sessions
  - Targeted interventions for pupils with specific social or emotional needs

## **RSHE Policy for Imagine Wellbeing**

Implementation and Teaching Methods At Imagine Wellbeing, we take a whole-school, trauma-informed, and inclusive approach to the delivery of RSHE. We recognise that pupils bring a diverse range of experiences, strengths, and needs to their learning. Our delivery methods are designed to ensure all pupils are engaged, supported, and emotionally safe.

### **Core Teaching Methods**

RSHE is primarily delivered through the Jigsaw PSHE curriculum, supported by:

- Weekly timetabled sessions (typically 45–60 minutes)
- Cross-curricular links to science, ICT, and safeguarding

- Assemblies, circle time, and pastoral interventions
- Themed weeks, such as Anti-Bullying Week and Internet Safety Day

## **Pedagogical Strategies to Support**

All Learners We use a variety of strategies to meet the individual learning needs of our pupils, especially those with SEND. These include:

### **Differentiated Instruction**

- Tasks are scaffolded and simplified where necessary.
- Vocabulary is pre-taught using visuals and repetition.
- Pupils are supported with sentence starters, emotion cards, or graphic organisers.

## **Visual and Multisensory Learning**

- Visual schedules and social stories set clear expectations.
- Concept cartoons, diagrams, and role-play are used to break down abstract ideas like consent or trust.
- Sensory items and models (e.g., life-size body models) provide tactile support.

## **Repetition and Rehearsal**

- Key learning points are revisited throughout the year to aid retention.
- Reflection journals or pupil workbooks help consolidate understanding over time.

## **Use of Assistive Technology**

- Pupils can respond using AAC devices, voice recordings, or visual representations.
- Interactive whiteboards and digital resources enhance accessibility.

## **Social Skills, Role Play and Storytelling**

- Role play allows pupils to practise real-life scenarios (e.g. saying "no", reporting a worry, or resolving a conflict).
- Social stories help pupils understand social norms, private vs public behaviour, and personal boundaries.
- These are especially beneficial for pupils with Autism Spectrum Conditions (ASC) or social communication difficulties.

## **Use of "Calm Me" Time (Jigsaw Feature)**

Every Jigsaw session begins with "Calm Me Time", a short mindfulness practice that:

- Helps pupils settle, focus, and feel emotionally regulated.
- Builds resilience and supports self-regulation, especially in pupils who may struggle with emotional triggers.

## **Creating a Safe and Supportive Learning Environment**

Emotional safety is central to RSHE delivery. We create safe learning spaces by:

### **Establishing Ground Rules (co-created with pupils)**

- Respect others' privacy
- Listen without judgement
- It's okay to "pass" or take a break
- Use correct, respectful vocabulary

## Emotional Support Structures

- Calm corners and time-out options are available during lessons
- Pupils are reminded they can speak privately with a trusted adult at any time
- Teachers are trained to recognise and respond to signs of distress

## Staff Training and Support

To ensure high-quality and consistent RSHE delivery:

- All staff receive annual training on:
  - RSHE statutory requirements
  - SEND adaptations
  - Trauma-informed practice
  - Managing sensitive topics and safeguarding disclosures

The RSHE subject lead provides:

- Curriculum planning support
- Model lesson materials
- Access to SEND-friendly resources

External CPD (e.g., from Jigsaw, the PSHE Association, or a local safeguarding board) is used to enhance staff confidence and expertise.

## Use of External Agencies

We occasionally invite external professionals to enrich RSHE delivery, including:

Agency / Visitor	Purpose
School Nurses	Puberty education, hygiene workshops
Child Protection Officers	Safeguarding, recognising abuse
Therapists / Wellbeing Coaches	Mental health, emotional regulation
Police / Cyber Safety Teams	Online safety, staying safe in the community

All visitors are pre-vetted, and sessions are led in line with school values and safeguarding policy. A member of staff is always present.

## Safeguarding and Confidentiality

Safeguarding is at the heart of RSHE at Imagine Wellbeing. We recognise that RSHE provides a vital platform for teaching children how to stay safe, understand their rights, and seek help when needed. For

pupils with SEND, these lessons are especially critical in helping them develop awareness of risk, bodily autonomy, and the language to express concerns.

## **Safeguarding Through Education**

Our RSHE curriculum proactively supports safeguarding by:

### **Teaching Pupils to:**

- Recognise appropriate and inappropriate behaviours
- Understand personal boundaries and how to assert them
- Differentiate between safe and unsafe relationships (offline and online)
- Know that their body belongs to them
- Identify trusted adults and how to seek help persistently
- Understand how to report concerns, including worries about their safety or that of others

These messages are repeated frequently, clearly, and in accessible formats for all pupils.

## **Online Safety and Digital Awareness**

RSHE at Imagine Wellbeing includes a robust digital safety component that teaches pupils:

- The risks of online relationships, grooming, and sexting
- Strategies for resisting peer pressure online
- The importance of privacy, age restrictions, and protecting personal data
- How to report harmful content or contact through CEOP or other platforms

For pupils with SEND, online safety is supported through visuals, real-life scenarios, and repetition, ensuring they understand abstract digital risks.

## **Responding to Disclosures**

All staff are trained to respond to disclosures made during RSHE (or at any other time) in line with the school's Child Protection and Safeguarding Policy. If a pupil discloses something that raises concern:

- The adult listens calmly, without judgment or leading questions.
- The pupil is reassured that they are being taken seriously.
- Staff do not promise confidentiality, but explain that they may need to share the concern to help keep the pupil safe.
- The disclosure is reported immediately to the Designated Safeguarding Lead (DSL).
- All disclosures are recorded appropriately and securely.

RSHE staff guidance includes scripts and visual prompts to help respond appropriately to sensitive conversations, particularly when working with non-verbal or emotionally vulnerable children.

## **Confidentiality in RSHE Lessons**

While we foster an open, respectful classroom environment, absolute confidentiality cannot be guaranteed. Pupils are always made aware of this, especially during discussions of personal safety.

### **Ground Rules for Managing Sensitive Content:**

- No one is ever asked to share personal experiences.

- “What is said in the room stays in the room”—except if someone is at risk.
- Pupils are told that if they share a concern, a trusted adult will help.
- Pupils can submit anonymous questions (e.g., via a question box or post-it wall), which are answered safely and age-appropriately.

## **Supporting Pupils’ Emotional Needs**

Some RSHE topics may bring up strong emotions, especially for pupils with previous trauma, social vulnerabilities, or sensory sensitivities.

To ensure emotional safety:

- Lessons include opt-out strategies (e.g., pupils may take a break or use calm areas)
- Staff check in with pupils before and after sensitive lessons (e.g., puberty, relationships, reproduction)
- Pupils are encouraged to speak with a trusted adult about any concerns, before or after sessions
- Pastoral staff and mental health practitioners are available for ongoing support where needed

## **Working with Parents on Safeguarding:**

- Notified in advance of sensitive RSHE topics (e.g., puberty, body parts, reproduction)
- Encouraged to discuss these topics at home using the resources we provide
- Informed of any safeguarding concerns that arise in line with statutory procedures

## **RSHE Policy for Imagine Wellbeing**

### **Roles and Responsibilities**

Delivering high-quality, inclusive, and safeguarding-centred RSHE requires a collaborative, whole-school approach. Every adult in the school community plays a vital role in modelling healthy relationships, fostering inclusion, and ensuring pupils feel safe and supported.

### **The Senior Leadership Team (SLT)**

The SLT is responsible for:

- Ensuring the RSHE policy meets statutory requirements and is reviewed annually
- Supporting the RSHE lead in curriculum development and evaluation
- Ensuring the school complies with the Equality Act, SEND Code of Practice, and safeguarding legislation
- Overseeing training, resourcing, and communication with parents
- Monitoring the quality of RSHE delivery, including lesson observations, pupil voice, and curriculum audits

### **RSHE Subject Lead**

The RSHE Lead coordinates the development and delivery of RSHE across the school. Responsibilities include:

- Planning and sequencing the RSHE curriculum using Jigsaw and the JMB statutory coverage map
- Ensuring lesson content is inclusive, differentiated, and responsive to the needs of SEND learners
- Supporting staff with resources, planning, and lesson modelling
- Collating and responding to pupil and staff feedback
- Liaising with external agencies to support enrichment and specialist input
- Working closely with the DSL to ensure content is aligned with safeguarding priorities

## **Designated Safeguarding Lead (DSL) and Deputies**

The DSL plays a central role in ensuring RSHE promotes safety and helps pupils recognise risk. The DSL is responsible for:

- Reviewing RSHE lesson content to ensure it:
  - Supports safeguarding aims
  - Reflects current local and national safeguarding concerns (e.g., online harm, peer-on-peer abuse, exploitation)
- Advising staff on how to respond to disclosures or concerns raised during RSHE
- Supporting staff in identifying early warning signs of risk, distress, or abuse
- Coordinating referrals and multi-agency support if a safeguarding concern emerges from RSHE lessons
- Contributing to staff training around safe delivery of sensitive content
- Ensuring the policy aligns with the Child Protection and Safeguarding Policy

## **Teaching and Support Staff**

All staff delivering RSHE are expected to:

- Deliver content in a fact-based, inclusive, and respectful manner
- Adapt lessons to reflect the learning and emotional needs of their pupils
- Create and maintain a safe classroom environment
- Use anatomically correct language when discussing the body
- Know the boundaries of confidentiality and report safeguarding concerns promptly
- Support pupils in managing difficult emotions or questions with compassion

## **Parents and Carers**

At Imagine Wellbeing, we believe that parents are their child's first educators in relationships and wellbeing. We work in partnership by:

- Informing parents about RSHE content, timing, and teaching methods
- Offering opportunities for consultation and feedback
- Providing home resources to extend learning and encourage discussions at home
- Responding to concerns or questions about content or delivery
- Respecting parental rights to withdraw from non-statutory sex education (Years 5–6 only)

## **Pupils**

Pupils are encouraged to:

- Engage positively and respectfully in RSHE lessons

- Use appropriate vocabulary and communication methods to express feelings, thoughts, and questions
- Reflect on their learning and apply it in their relationships and daily lives
- Ask for help when needed and speak to a trusted adult if they feel unsafe or overwhelmed

### Safeguarding Resource List

To ensure staff, parents, and pupils are supported with precise and up-to-date information, *Imagine Wellbeing* makes the following resources available:

#### For Staff

Resource	Purpose
<i>Child Protection and Safeguarding Policy</i>	School procedures and roles
<i>RSHE Staff Guidance Pack</i>	Teaching sensitive content and responding to disclosures
<i>SEND Differentiation Toolkit</i>	Support strategies for inclusive delivery
<i>DSL Advice Line (internal)</i>	Quick-access support for safeguarding queries
<i>KCSIE 2024 (Keeping Children Safe in Education)</i>	National safeguarding expectations

#### For Parents and Carers

Resource	Available Through	Purpose
<i>RSHE Parent Guidebook</i>	School website & paper copy	Summary of what is taught in each year group
<i>Jigsaw Curriculum Overview</i>	On request	Detailed content breakdown for parents
<i>Parent Workshop Slides</i>	Termly workshops	Answers FAQs and builds confidence to talk about RSHE topics at home
<i>CEOP/ThinkUKnow Website</i>	<a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>	Online safety support for families
<i>NSPCC – Talk PANTS</i>	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>	Resources for discussing body boundaries and consent
<i>Childline Support Tools</i>	<a href="http://www.childline.org.uk">www.childline.org.uk</a>	Trusted resources for emotional and physical wellbeing

## RSHE Policy for Imagine Wellbeing

### Parental Engagement and Right to Withdraw

At Imagine Wellbeing, we are committed to working in close partnership with parents and carers to deliver a Relationships, Sex and Health Education (RSHE) curriculum that is transparent, inclusive, and tailored to meet the developmental and safeguarding needs of all pupils — including those with SEND.

We recognise parents as the primary educators of their children in matters relating to relationships, values, and wellbeing, and we actively seek to foster a climate of collaboration, openness, and respect.

## Parental Engagement

To ensure clarity and involvement, we commit to the following:

### Information Sharing

- Parents receive a curriculum overview each year, including the topics to be covered and the teaching methods to be used.
- Prior to sensitive units (e.g. puberty, reproduction), a termly letter is sent home with information and key vocabulary.

### Parent Workshops and Consultation

- Termly RSHE workshops are held to:
  - Outline curriculum content
  - Share teaching strategies and resources
  - Provide time for Q&AParents are invited to review resources (books, visuals, anatomical models) before they are used in class.

### Ongoing Dialogue

- Parents are encouraged to:
  - Raise questions with the RSHE Lead or Headteacher at any time
  - Share any concerns, including around cultural, religious or SEND-specific sensitivities
  - Discuss how to reinforce learning at home using shared language and strategies

### Home Learning Support

We provide:

- Take-home booklets with key terms, stories, and conversation prompts
- Links to trusted external resources (e.g. NSPCC, CEOP, Jigsaw Families)
- Signposting to parent-friendly guides about body changes, consent, and safety

## Right to Withdraw from Sex Education

In line with DfE statutory guidance:

**Parents have the right to withdraw their child from non-statutory sex education content in RSHE.**

- At Imagine Wellbeing, this content is delivered in Years 5 and 6 and includes:
  - How a baby is conceived
  - How a baby is born
  - Human reproduction (outside the science curriculum)

**✗ Parents do not have the right to withdraw from:**

- Relationships Education
- Health Education
- Science curriculum, which includes teaching about puberty and reproduction

### Withdrawal Process

To ensure clarity and mutual understanding:

- Parents must submit a written request to the Headteacher (see Appendix 2).
- The Headteacher will offer a meeting to discuss:
  - The content from which the parent wishes to withdraw their child
  - The benefits of participation
  - Any adaptations that could support access for SEND pupils

**If the parent still wishes to proceed:**

- The school will respect their decision and make alternative, meaningful learning arrangements
- A written record of the discussion and decision will be kept

The right to withdraw applies only to non-statutory sex education. It does not extend to SEND pupils' entitlement to learn about safety, boundaries, or body changes as part of safeguarding education.

## Our Ethos

We strongly encourage families to allow their children to participate fully in all aspects of the RSHE curriculum. The content is carefully planned, evidence-based, and delivered in a way that is:

- Emotionally safe
- Age-appropriate
- Fully inclusive of SEND needs
- Grounded in respect, dignity, and equality

## RSHE Policy for Imagine Wellbeing

### Assessment and Monitoring

At Imagine Wellbeing, we use non-judgmental, inclusive, and developmental forms of assessment to monitor the effectiveness of RSHE and ensure it meets the needs of all pupils, including those with SEND. Our focus is not on formal testing but on evaluating pupils' understanding, confidence, and ability to apply learning in real-life contexts.

### Assessment of Pupil Progress

Assessment in RSHE is ongoing, formative, and personalised. Teachers use a variety of tools to capture progress across cognitive, emotional, and social domains.

#### Methods of Assessment:

Method	Description
Teacher Observation	Noting verbal and non-verbal participation, social skills, and emotional responses during discussions and group work.
Learning Journals / Reflection Logs	Pupils record ideas, questions, or reflections in accessible formats (written, visual, audio).
Scenario-Based Role Play	Pupils demonstrate skills such as saying "no", recognising unsafe situations, or resolving conflict.
Visual or Symbol-Based Tasks	For pupils with SEND, using images, symbols or sorting activities to demonstrate understanding (e.g. safe vs unsafe touches).
Pupil Voice	Direct feedback from pupils about what they've learned, what they enjoyed, and what they still find confusing. This may be verbal, visual, or supported by AAC.
Self-Assessment	Pupils reflect on their confidence or understanding using smiley faces, colours, or 'thumbs' indicators.

## Inclusive Assessment for SEND Pupils

Assessment is adapted to reflect individual learning needs and EHCP targets where applicable. Strategies include:

- Repetition of key questions over time

- One-to-one support during tasks
- Multi-sensory demonstrations of understanding (e.g. acting out, drawing, sorting)
- Using emotion boards, visual scales, and symbol-supported writing frames
- Involving therapists and key adults in interpreting pupil responses where communication is limited

Progress is measured not only in knowledge acquisition but also in confidence, emotional literacy, and social interaction.

## Monitoring the Quality of RSHE Delivery

To ensure consistency, statutory coverage, and quality delivery across all classes:

### Monitoring Methods:

Activity	Conducted by	Frequency
Lesson Observations	RSHE Lead / SLT	Termly
Planning Reviews	RSHE Lead	Half-termly
Pupil Voice Surveys	RSHE Lead / Teachers	Annually (or after key units)
Parent Feedback	SLT / RSHE Lead	Annually via surveys and workshops
Work Sampling	RSHE Lead / Teachers	Termly review of learning journals or tasks
Staff Reflections	Teachers	After each unit, via feedback forms

### All feedback is reviewed to inform:

- Curriculum development
- Staff training needs
- Future resource investment
- Responsive planning for sensitive issues

## Reporting

- Feedback from monitoring is reported to the Headteacher and Governing Body.
- Trends and outcomes are summarised in the RSHE annual report.
- Updates to curriculum and policy are based on:
  - Pupil needs
  - Parental consultation
  - National safeguarding concerns
  - Statutory changes

## RSHE Policy for Imagine Wellbeing

### Equalities and Inclusion

At Imagine Wellbeing, we are committed to delivering an RSHE curriculum that is inclusive, anti-discriminatory, and representative of the diversity within our school and wider society.

RSHE plays a key role in:

- Promoting respect and acceptance of others
- Supporting the development of individual identity
- Equipping pupils to challenge prejudice, bias, and stereotypes

Ensuring all pupils feel seen, heard, and safe

This commitment aligns with the Equality Act 2010, the SEND Code of Practice, and British values, and is embedded across all RSHE teaching and learning.

## Promoting Equality and Challenging Discrimination

**Our RSHE curriculum ensures that:**

- All protected characteristics under the Equality Act are addressed respectfully and age-appropriately:
  - Race
  - Religion or belief
  - Disability
  - Sex
  - Sexual orientation
  - Gender reassignment
  - Pregnancy and maternity
- Teaching materials include positive representations of:
  - Diverse families (e.g. same-sex parents, adoptive families, foster carers)
  - Pupils and adults with disabilities
  - Different cultural and faith backgrounds
- Discussions around gender, roles, identity and relationships are:
  - Fact-based, inclusive, and sensitive
  - Rooted in respect for difference

All pupils are taught that everyone is different and that everyone deserves respect.

## Adapting for SEND Learners

We recognise that some pupils with SEND face barriers to understanding social norms, changes in the body, or relationship boundaries.

To support full access and inclusion in RSHE, we provide:

- Differentiated materials, including visuals, tactile aids, simplified text, and symbol-based resources
- Alternative communication methods, such as Makaton, PECS, or AAC
- 1:1 or small-group pre-teaching, particularly for abstract or emotionally sensitive topics
- Individualised learning objectives linked to EHCP targets (e.g. understanding safe touch, developing self-advocacy)
- A trauma-informed approach that avoids shame and prioritises safety

Our staff are trained to recognise how additional needs can affect a child's understanding of relationships, privacy, and risk — and how to teach protective behaviours effectively.

## Respecting Cultural and Religious Differences

We understand that families within our school community hold a range of cultural and faith-based beliefs about relationships, gender, and sexuality. At Imagine Wellbeing:

- RSHE is taught in a way that is sensitive, balanced, and factual
- We are clear that pupils can:
  - Ask questions and share views in a respectful environment
  - Hold personal or religious beliefs, while still being expected to treat others with kindness and respect

**Parents are encouraged to discuss any concerns, and we welcome open dialogue to:**

- Clarify curriculum content
- Understand individual needs or sensitivities
- Work together to support the child's development

## Challenging Stereotypes and Prejudice

Throughout the RSHE curriculum, we actively challenge:

- Gender stereotypes (e.g. "boys don't cry", "girls don't do science")
- Body image pressures and unrealistic ideals
- Homophobic, racist, ableist or sexist language
- Assumptions about family structures, gender roles or neurodiversity

Strategies include:

- Storybooks and role models that reflect a wide range of identities
- Class discussions about kindness, allyship, and anti-bullying
- Activities that teach critical thinking and respectful disagreement

## Celebrating Diversity Across the Curriculum

Diversity is embedded not just in RSHE but throughout Imagine Wellbeing's curriculum and culture.

Examples include:

- Using multicultural and inclusive texts in English
- Marking awareness events (e.g. Black History Month, Neurodiversity Celebration Week, Pride Month)
- Displaying visual cues around school that promote inclusive values
- Encouraging pupil-led initiatives around equality and wellbeing

By doing so, we help all pupils feel valued for who they are, and give them the skills to navigate a diverse, modern society with confidence and compassion.

## RSHE Policy for Imagine Wellbeing

### Complaints and Policy Review

We recognise that RSHE covers topics that are deeply personal and sometimes sensitive for families and pupils. At Imagine Wellbeing, we strive to ensure that all content is taught sensitively, inclusively, and in partnership with parents.

### Complaints and Concerns

We welcome constructive feedback and are committed to working collaboratively with parents, carers, and pupils to address any concerns in a respectful, transparent manner.

#### If a Parent or Carer Has a Concern:

##### Informal Discussion

Parents are encouraged to raise any questions or concerns with the class teacher, the RSHE Lead, or the Headteacher. Most concerns can be resolved quickly through open and respectful dialogue.

##### Review of Content and Approach

Staff will provide:

- A clear explanation of what is being taught and why
- Access to the lesson plans and resources on request
- Reassurance on how topics are taught in a sensitive, inclusive way

## Formal Complaint

If a concern remains unresolved, parents may submit a formal complaint via the school's Complaints Policy (available on the school website or from the school office). All formal complaints will be:

- Acknowledged and investigated promptly
- Handled in line with school procedures
- Responded with transparency and fairness

Note: Concerns about non-statutory sex education may also be addressed through the withdrawal process (see Section 8 and Appendix 2).

## Pupils' Right to Share Concerns

Pupils are actively encouraged to:

- Speak with a trusted adult about anything that makes them feel confused, upset, or unsafe during RSHE
- Ask questions anonymously if preferred (e.g., using the class question box)
- Request additional support (e.g. a follow-up discussion with a staff member)

Teachers ensure that:

- Pupil concerns are taken seriously
- Support is offered discreetly and compassionately
- Safeguarding protocols are followed if disclosures are made

## Policy Monitoring and Review

The RSHE Policy is a working document that is reviewed regularly to ensure that it reflects:

- The needs of the school community
- Statutory guidance and curriculum updates
- Feedback from pupils, staff, and parents
- Local and national safeguarding concerns

### Monitoring and Review Process:

Activity	Responsibility	Frequency
Policy Review and Update	RSHE Lead & SLT	Annually
Curriculum Audit	RSHE Lead	Termly
Pupil Feedback Analysis	RSHE Lead / Class Teachers	After each unit
Parent Feedback Review	SLT	Annually
Staff Evaluation	RSHE Lead	Ongoing (via CPD and staff feedback)
Approval by Governing Body	SLT & Governors	Annually (or as needed)

### Next Review Date:

**January 2027**

(Reviewed annually or sooner if statutory changes occur)

## Appendices

### Appendix 1: RSHE Curriculum Map (Reception to Year 6)

Using Jigsaw PSHE & JMB Coverage Map for statutory alignment

Year Group	Key Themes	Key Outcomes
Reception	Friendship, feelings, family, personal space	Identifying emotions, recognising safe adults, and understanding differences in families
Year 1	Friendships, boundaries, private body parts	Naming body parts correctly, recognising safe/unsafe touch, and identifying trusted adults
Year 2	Secrets, trust, family structures, body awareness	Distinguishing good/worry secrets, understanding appropriate touch, and recognising gender differences
Year 3	Online safety, friendships, body changes	Recognising online risks, understanding early puberty signs, and seeking help
Year 4	Puberty, emotions, consent	Managing changes, expressing feelings, and setting personal boundaries
Year 5	Puberty, reproduction (non-statutory), emotional wellbeing	Understanding conception, coping with emotional changes, and online safety strategies
Year 6	Healthy relationships, peer pressure, pregnancy (non-statutory), transition	Understanding pregnancy, resisting peer pressure, and emotional preparation for secondary school

All content is adapted and scaffolded for SEND access, including the use of visuals, simplified vocabulary, emotion boards, and supported communication systems.

## Appendix 2: Parental Withdrawal Request Form (Non-Statutory Sex Education)

Please note: This form is only applicable to the non-statutory sex education elements taught in Years 5 and 6. Parents cannot withdraw from statutory Relationships or Health Education.

Parental Request to Withdraw from Sex Education

Parent/Carer Name: \_\_\_\_\_ Pupil Name: \_\_\_\_\_ Class/Year Group: \_\_\_\_\_  
 Date of Request: \_\_\_\_\_

I wish to withdraw my child from the following sex education lesson(s): (please tick)

How a baby is conceived

How a baby is born

Pregnancy and human development

Reason for Withdrawal (optional):

\_\_\_\_\_  
 \_\_\_\_\_

I understand that:

My child will receive alternative, meaningful learning during these lessons.

I have the right to withdraw only from the non-statutory elements of sex education.

Signature (Parent/Carer): \_\_\_\_\_

Headteacher Meeting Date: \_\_\_\_\_

Decision & Outcome Logged By School: \_\_\_\_\_

### Appendix 3: Parent Resources and Support Links

Resource	Description	Access Point
<b>Jigsaw PSHE Parent Leaflets</b>	Overviews of what is taught in each year	Available on request from the RSHE Lead
<b>NSPCC 'Talk PANTS'</b>	Teaching young children about private parts and safety	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>
<b>ThinkUKnow (CEOP)</b>	Online safety for parents and children	<a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>
<b>Jigsaw Families Portal</b>	Emotional literacy and family wellbeing resources	Shared via class newsletter
<b>Childline Support Tools</b>	Emotional and mental health resources	<a href="http://www.childline.org.uk">www.childline.org.uk</a>