



Nigel Bowes & Iford Academy
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Part of United Learning

PHSE & RSE POLICY

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1. Summary of Intent

At Nigel Bowes Academy we understand the importance of providing pupils with an education which prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to Personal, Social, Health and Economic education (PSHE) and Relationships and Sex Education (RSE).

PSHE contributes to pupils to being resilient, safe and respectful individuals and members of society by developing the knowledge, skills and attributes pupils need to manage their own lives, now and in future. Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships.

Nigel Bowes Academy understands the statutory responsibility to deliver a high-quality, age-appropriate and evidence-based PSHE and RSE curriculum for all our pupils; this policy sets out the framework for such a curriculum, providing clarity on how it is organised, delivered, assessed and reviewed

2. Roles and Responsibilities

The RSE and PSHE policy will be approved by the Sector Director and the Principal will be held to account for its implementation and progress of the children.

The Principal

It is the responsibility of the Principal to:

- ensure that PSHE and RSE is taught consistently across the school,
- ensure staff are suitably trained to deliver the subjects,
- ensure that parents are fully informed of this policy,
- manage any requests to withdraw pupils from non-statutory components of RSE.

PSHE and RSE Subject Leader

The PSHE and RSE Subject Leader is responsible for:

- overseeing the delivery of the subjects,
- liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE/RSE education that achieves the aims laid out in this policy,
- ensuring that parents are kept informed about their right to withdraw their children from sex education,
- ensuring that the PSHE and RSE is inclusive and accessible for all pupils,
- monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.



Staff

The staff at Nigel Bowes Academy are responsible for:

- delivering high-quality and age-appropriate PSHE and RSE sessions,
- delivering a RSE curriculum in line with statutory requirements,
- engaging with all training offered,
- modelling positive attitudes to PSHE and RSE,
- monitoring progress,
- using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils,
- responding to the needs of individual pupils,
- ensuring they do not express personal views or beliefs when delivering the programme,
- responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE,
- responding to any safeguarding concerns in line with the child protection and safeguarding policy,
- acting in accordance with planning, monitoring and assessment requirements for the subjects.

Pupils

There is an expectation that all pupils at Nigel Bowes Academy fully engage in statutory RSE and PSHE following the ground rules taught within the sessions. Parents All parents have access to the PSHE and RSE policy and are invited to feedback directly to the school as part of our consultation process following any changes.

The PSHE and RSE policy at Nigel Bowes Academy is informed by the guidance:

- Education Act (1996)
- Education Act (2002)
- Equality Act (2010)
- Behaviour and Discipline in Schools (2013, 2022 update)
- SEND code of practice: 0 to 25 years (2014)
- National curriculum in England: framework for key stages 1 to 4 (2014)
- Mental Health and Behaviour in Schools (2014, 2018 update)
- Promoting Fundamental British Values as part of SMSC in schools (2014)
- Sexual violence and sexual harassment between children in schools (2017, 2021 update)
- Children and Social Work Act (2017)
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (2019, update 2025)



- Teaching about Relationships, Sex and Health (2019, update 2021)
- Personal, Social, Health and Economic (PSHE) education (2022)
- Teaching Online Safety in School (2019, update 2023)
- Keeping Children Safe in Education (KCSIE) (2024, update 2025)
- Working Together to Safeguard Children (2022, update 2026)

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Positive Relationships Policy • SEND Policy
- Equality and Diversity Policy
- Anti-Bullying Policy
- E-Safety Policy

3. Equality

Nigel Bowes Academy understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics. These include:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

Provisions under the Equality Act 2010 allow the school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual harassment or violence.

When deciding whether additional support is necessary for pupils with a particular protected characteristic, we will consider our pupils' needs, including the backgrounds, gender and age range of our pupils.



The school understands that PSHE and RSE may include topics which are triggers for staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager.

4. Curriculum Design and Teaching Methods

At Nigel Bowes Academy, PSHE/RSE is taught weekly through discrete curriculum time. The content of the curriculum, which includes the PSHE, statutory RSE and non-statutory sex education, is set out within Appendix 1.

Through effective organisation and delivery of the subjects, it is ensured that:

- Core knowledge is sectioned into units of manageable size.
- Required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

A range of teaching and learning styles are used to deliver PSHE and RSE. Teaching is pupil-led with an emphasis on active learning techniques such as discussion and group work. The school consults with the local community on matters relating to PSHE to ensure that local issues are covered in lessons and the inclusion of topical issues is also planned for.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. The school will ensure that all teaching and materials are appropriate for the age of the pupils, their religious backgrounds, their developmental stages, and any additional needs. Lesson plans provide appropriate challenge for pupils and are differentiated based on pupils' needs. PSHE complements several other curriculum subjects; therefore, where appropriate, the teachers will look for opportunities to make links between the subjects and integrate teaching.

Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate, inclusive and respectful way. We endeavour to support all pupils to feel that the content is relevant to them and their developing sexuality. At the point we consider it appropriate to teach pupils about sexual relationships, we will ensure that LGBTQ+ content is fully integrated into the curriculum, rather than delivered as a standalone unit or lesson. Staff will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.



Staff will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly. Staff will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work. Staff will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

5. Assessment

Nigel Bowes Academy sets the same high expectations of the quality of pupils' work in PHSE and RSE as it does for other areas of the curriculum. The curriculum has been designed to build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress. Pupils' knowledge and understanding is assessed through class discussions, group work, written work, questionnaires and peer assessment.

6. Special Educational Needs and Disabilities (SEND)

Nigel Bowes Academy is committed to making reasonable adjustments to promote accessibility and inclusivity of the curriculum. As with all curriculum subjects, staff consider how a child's additional needs may impact their ability to learn and staff make suitable adaptations to ensure that all children can fully engage in PSHE/RSE lessons.

The curriculum at Nigel Bowes Academy and the delivery of this has been selected to be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice. As well as this, an awareness that some pupils are more vulnerable to exploitation and bullying and the importance of PSHE and RSE to those with Special Educational Needs and Disabilities has been taken into consideration in designing the teaching of these subjects.

Nigel Bowes Academy recognises the need to tailor content and teaching to meet the specific needs of pupils at different developmental stages and staff ensure that the teaching of PSHE and RSE is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law where needed.

7. Visitors

Nigel Bowes Academy values working with external partners as they can enhance the delivery of PHSE and RSE with specialist knowledge and different ways of engaging our pupils. As part of the PHSE and RSE curriculum, outside visitors may be invited to deliver appropriate sessions to pupils.



All visitors are subject to Nigel Bowes Academy's Child Protection and Safeguarding policy and the credentials of visiting organisations and any visitors linked to external agencies are always checked. Nigel Bowes Academy also ensures that the teaching delivered by visitors complements the planned programme of study, is age appropriate and accessible for pupils.

Nigel Bowes Academy ensures that visitors are aware of the Child Protection and Safeguarding policy.

8. Parent/Carer Right to Withdraw from RSE

As sex education is not statutory at primary age, other than what must be taught as part of the science curriculum, parents/carers have the right to withdraw their child from all or part of the sex education curriculum. Parents/carers do not have the right to withdraw their children from relationships or health education.

Requests for withdrawal from non-statutory sex education should be put in writing using the form found in Appendix 2 and addressed to the Principal. The Principal will grant a parental/carers request to withdraw their child from sex education, other than the content which must be taught as part of the science curriculum. However, the Principal may discuss the request with the parent/carers and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Principal may also discuss the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil including the social and emotional effects of being excluded.

When a parent/carers wishes to withdraw their child from all or part of the sex education curriculum, Nigel Bowes Academy will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

9. Safeguarding, Reports of Abuse and Confidentiality

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Appendix 1:

Nigel Bowes Academy PHSE and RSE Curriculum Map

Nigel Bowes Academy follows the Jigsaw PSHE scheme. Jigsaw PSHE is a comprehensive and fully planned scheme of work which covers the statutory Relationships and Health Education guidance. Jigsaw PSHE gives the children relevant learning experiences to help them navigate their world and develop positive relationships with themselves and others. In addition to this, children receive additional lessons about current issues and relevant calendar events e.g. Anti-Bullying Week, Children's Mental Health Week.

The programme of study will cover, but is not exclusive to, the following:

	Key Learning	'Jigsaw' topic(s)
Families and people who care for me	<ul style="list-style-type: none"> F1 That families are important for children growing up because they can give love, security and stability. F2 The characteristics of safe and happy family life, such as commitment, protection, care, spending time together F3 That other children's families sometimes look different but should be respected F4 That stable, caring relationships are at the heart of safe and happy families F5 That marriage and civil partnerships represent a formal and legally recognised commitment F6 How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help 	Being Me in my World Celebrating Difference Dreams and Goals Changing Me Healthy Me Relationships
Caring friendships	<ul style="list-style-type: none"> CF1 How important friendships are in making us feel happy and secure, and how people choose and make friends CF2 That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded CF3 That most people feel lonely sometimes, and there is no shame in feeling lonely CF4 The characteristics of friendships that lead to happiness and security (mutual respect, honesty, trust, kindness, etc.) CF5 That most friendships have ups and downs, and can often be worked through CF6 How to manage conflict, and that resorting to violence is never right CF7 How to recognise when a friendship is making them feel unhappy, and how to get support 	Being Me in My World Celebrating Difference Relationships Healthy Me



Respectful, kind relationships	<ul style="list-style-type: none"> • RKR1 How to pay attention to the needs and preferences of others, including in families and friendships • RKR2 The importance of setting and respecting healthy boundaries in relationships • RKR3 How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings • RKR4 The difference between being assertive and being controlling; being kind vs neglecting own needs • RKR5 That they can expect to be treated with respect by others, and the importance of respecting others including those who are different • RKR6 Practical steps they can take and skills they can develop to improve or support their relationships • RKR7 The conventions of courtesy and manners • RKR8 The importance of self-respect and how this links to their own happiness; fostering self-esteem and building identity • RKR9 The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders, and how to get help • RKR10 What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype • RKR11 How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust 	Being Me in My World Celebrating Difference Dreams and Goals Healthy Me Relationships Changing Me
Online Safety and Awareness	<ul style="list-style-type: none"> • OSA1 That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships • OSA2 How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met • OSA3 That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact • OSA4 The importance of exercising caution about sharing any information about themselves online; understanding the importance of privacy and location settings • OSA5 Online risks, including that any material provided online might be circulated, and once circulated there is no way of deleting it everywhere • 	Celebrating Difference Being Me in my World Healthy Me Changing Me



	OSA6 That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support	
Being Safe	<ul style="list-style-type: none"> • BS1 What sorts of boundaries are appropriate in friendships with peers and others (including online) • BS2 The concept of privacy and its implications; including that it is not always right to keep secrets if they relate to being safe • BS3 That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact • BS4 How to respond safely and appropriately to adults they may encounter (in all contexts, including online) • BS5 How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • BS6 How to report abuse, concerns about something seen online or experienced in real life • BS7 How to ask for advice or help for themselves or others, and to keep trying until they are heard 	<ul style="list-style-type: none"> • Being Me in my World • Celebrating Difference • Dreams and Goals • Changing Me • Healthy Me



General wellbeing	<ul style="list-style-type: none"> • GW1 The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness; simple self-care techniques including rest, time with friends and family, hobbies, interests and community participation • GW2 The importance of promoting general wellbeing and physical health • GW3 The range and scale of emotions that they might experience in different situations; pupils should understand that worrying and feeling down are normal • GW4 How to recognise feelings and use varied vocabulary to talk about their own and others' feelings • GW5 How to judge whether what they are feeling and how they are behaving is appropriate and proportionate • GW6 That isolation and loneliness can affect children, and the benefits of seeking support • GW7 That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • GW8 That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently • GW9 Where and how to seek support (including recognising triggers), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing • GW10 That it is common to experience mental health problems, and early support can help 	Being Me in my World Celebrating Difference Dreams and Goals Changing Me Healthy Me Relationships
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Wellbeing Online	<ul style="list-style-type: none"> • WO1 That for almost everyone the internet is an integral part of life; pupils should be supported to think about positive and negative aspects of the internet • WO2 How online relationships can complement and support meaningful in-person relationships, but also how they might be in tension • WO3 The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact on wellbeing • WO4 How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online • WO5 Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted • WO6 The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms • WO7 How to take a critical approach to what they see and read online • WO8 That abuse, bullying and harassment can take place online and that this can impact wellbeing • WO9 How to understand the information they find online, including from search engines, and know how information is selected and targeted • WO10 That they have rights in relation to sharing personal data, privacy and consent • WO11 Where and how to report concerns and get support with issues online 	Being Me in my World Celebrating Difference Dreams and Goals Changing Me Healthy Me Relationships
Physical health and fitness	<ul style="list-style-type: none"> • PHF1 The characteristics and mental and physical benefits of an active lifestyle. • PHF2 The importance of building regular exercise into daily and weekly routines • PHF3 The risks associated with an inactive lifestyle (including obesity). • PHF4 How and when to seek support including which adults to speak to in school if they are worried about their health. 	Dreams and Goals Changing Me Healthy Me Relationships
Healthy eating	<ul style="list-style-type: none"> • HE1 What constitutes a healthy diet (including understanding calories and other nutritional content). • HE2 Understanding the importance of a healthy relationship with food • HE3 The principles of planning and preparing a range of healthy meals • HE4 The principles of planning and preparing a range of healthy meals 	Dreams and Goals Being Me in My World Healthy Me Relationships



Drugs, alcohol, tobacco and vaping	<ul style="list-style-type: none"> DATV1 The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking 	Healthy Me
Health and prevention	<ul style="list-style-type: none"> HP1 How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. HP2 About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. HP3 The importance of sufficient good quality sleep for good health HP4 About dental health and the benefits of good oral hygiene HP5 About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. HP6 The facts and science relating to immunisation and vaccination 	Dreams and Goals Being Me in My World Healthy Me Relationships Changing Me
Personal Safety	<ul style="list-style-type: none"> PS1 About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks PS2 How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code 	Dreams and Goals Being Me in My World Healthy Me Relationships
Basic first aid	<ul style="list-style-type: none"> BFA1 how to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them BFA2 concepts of basic first aid, for example dealing with common injuries, including head injuries. 	Healthy Me
Developing bodies	<ul style="list-style-type: none"> DB1 About growth and other ways the body can change and develop, particularly during adolescence; human lifecycle; puberty as stage in this process. DB2 Correct names of body parts (penis, vulva, vagina, testicles, scrotum, nipples); understanding these are private; skills to express boundaries. DB3 Facts about the menstrual cycle including physical and emotional changes; periods can start at eight 	Changing Me
Sex Education	<ul style="list-style-type: none"> SE1 What happens in order for conception to take place 	Changing Me

Jigsaw Education Group



PSHE/RSE Knowledge Content Overview

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Achieving and setting goals Overcoming obstacles Seeking help Jobs	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles - animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition



Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Celebrating difference and remaining friends	Achieving realistic goals Staying healthy to achieve goals Perseverance and strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Healthy eating and nutrition Safety in the home Safety out and about Medicines	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning Processes Contributing to the community Managing feelings Simple budgeting	Exercise Food labelling and healthy swaps Attitudes towards drugs Keeping safe online and off line Respect for myself and others Healthy and safe choices outdoors Water safety Asking for help	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Media influence Being a global citizen How my choices affect others Awareness of other children's different lives Expressing appreciation for family and friends	How babies grow Outside body changes Inside body changes Personal hygiene Family stereotypes Challenging my ideas Preparing for transition

Stage

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Peer influences Railway safety Staying safe with friends Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Girls and puberty Being part of a family Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams Spending, saving and value of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition/ self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and risks Reducing screen time Dangers of online grooming Internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys <i>Conception (including IVF)</i> Growing responsibility Coping with change Preparing for transition

Stage



Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings <i>Conception to birth</i> Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Jigsaw Education Group



Appendix 2:

Parent/Carer from: withdrawal from non-statutory sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents			

