Personal, Social, Health and Economic Education (PSHE) and RSE Policy

Autumn 2026

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Our Lady of Fatima Catholic Multi Academy Trust is a charitable company limited by guarantee registered in England and Wales under company registration number: 07696069 and registered address: St. Alban's Catholic Academy, First Avenue, Harlow, Essex, CM20 2NP.

Statutory Relationships and Health Education (and background)

At Our Lady of Fatima Catholic Multi Academy Trust, we are committed to providing high-quality, evidence-based Personal, Social, Health and Economic Education (PSHE) and Relationships, Sex and Health Education (RSHE) that supports all pupils to flourish academically, socially, emotionally and spiritually.

We recognise that children and young people need the knowledge, understanding and skills to make informed and ethical decisions about their wellbeing, health and relationships. Through our curriculum, we aim to equip pupils with the confidence to recognise risk, seek support when needed, and build positive, respectful relationships throughout their lives.

Effective RSHE promotes pupils' moral, social, mental and physical development and helps them develop important personal qualities including:

- Resilience
- Self-worth and self-respect
- Honesty and integrity
- Compassion and kindness
- Courage and responsibility
- Respect for others
- Trustworthiness
- Empathy and understanding

Our RSHE curriculum also plays a vital role in safeguarding by helping children understand:

- Healthy and unhealthy relationships
- Personal boundaries
- Consent and respect (in an age-appropriate manner)
- Online safety and digital relationships
- Recognising harmful, abusive or exploitative behaviour
- How to seek help and support when something does not feel right
- As a Catholic school, these principles are rooted in the dignity of every human person and our mission to nurture pupils in faith, love and service.

Through our RSHE curriculum, pupils learn about equality, respect and inclusion. We recognise and celebrate the uniqueness of every child and teach pupils to value diversity, challenge stereotypes, and show respect towards people whose backgrounds, beliefs, characteristics or family circumstances may differ from their own. This reflects both our Catholic mission and our statutory responsibilities under the Equality Act 2010.

Statutory Requirements

This policy reflects the requirements of:

- The Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

- The Equality Act 2010
- Keeping Children Safe in Education (current edition)
- Working Together to Safeguard Children
- Relevant Department for Education statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education
- Relationships Education is compulsory for all pupils in primary schools.
- Health Education is compulsory in all state-funded schools.
- Parents retain the right to request withdrawal from those elements of sex education that fall outside the National Curriculum for Science. Requests will be considered in line with statutory requirements and discussed with the Head of School.

Our curriculum intent.

At Our Lady of Fatima Catholic Multi Academy Trust, the intent of our PSHE curriculum is to promote the spiritual, moral, cultural, mental and physical development of our children and to prepare them at the school for the opportunities, responsibilities and experiences of later life. Within our Trust we value PSHE as an essential way to support children's 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. "I have come that they may have life and have it to the full." (John 10:10)
The statutory **Relationships and Health Education** is embedded within our whole-school PSHE Programme. (Jigsaw)
Jigsaw Scheme of Work
To ensure excellent progression and guarantee a developmental and spiral curriculum, we have adopted the Jigsaw scheme of work, as our chosen teaching and learning programme, as will all schemes of work, we tailor the teaching to meet the needs of our children. The Jigsaw scheme of work meets the statutory requirements Relationships and Health Education and utilises the most up to date teaching materials to ensure our teachers are well-supported.

The National Curriculum for PSHE.

At Our Lady of Fatima Catholic Multi Academy Trust we teach Personal, Social, Health and Economic Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.
The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.
The overview of the programme can be seen on the school's website.

Jigsaw 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 children.
While the teaching of PSHE remains non-statutory, the **national curriculum** states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. From September 2020, the relationships and health aspects of PSHE education **is compulsory in all schools.**

Aims of the Jigsaw PSHE policy

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

Objectives/Pupil learning intentions:

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

• Have a sense of purpose • Value self and others • Form relationships • Make and act on informed decisions • Communicate effectively • Work with others • Respond to challenge	• Be an active partner in their own learning • Be active citizens within the local community • Explore issues related to living in a democratic society • Become healthy and fulfilled individuals

Implementation

How is Jigsaw PSHE organised in school?

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.
There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

Across the Trust, we allocate 1 lesson (approx. 1 hour) to PSHE each week in order to teach the knowledge and skills in a developmental and age-appropriate way. EYFS tailor lesson length to their class as appropriate. These explicit lessons are reinforced and enhanced in many ways:

- Assemblies and collective worship,
- praise and reward system,
- Learning Charter,
- through relationships child to child, adult to child and adult to adult across the school.
- We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes on a Friday afternoon. Staff have received training (this support will continue).

Differentiation/SEN.

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels.

Programme of Study

Jigsaw Content

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships 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.

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal setting, aspirations, working together to design and organise fund-raising events
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at change

Relationship and Sex Education (RSE)

As a Catholic school we ensure The Jigsaw scheme of work covers all aspects of Relationships and Sex Education and Health Education in an age-appropriate way, sensitive to the demand of Catholic teaching; ensuring all statutory duties are fulfilled. To assist in this aim we will supplement the Jigsaw scheme of work with the recommended Journey in Love scheme of work.

The Jigsaw topic has been adapted to meet the learning intentions for Journey in Love- therefore some Jigsaw lessons have been amended to ensure the two schemes are in sync.

RSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

• Anti-Bullying Policy • Behaviour Policy • Equal Opportunities Policy • Health and Safety Policy	• Safe Internet Use Policy • Inclusion Policy • RE Policy • Safeguarding/Child Protection Policy

The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' topic. (References as puzzle pieces).

Year Group	***Piece Number and Name***	***Learning Intentions 'Pupils will be able to…'***
FS1/2	Piece 3 Growing Up	• D4 - Seek out others to share experiences. Show affection and concern for people who are special to them • D6 - Explain own knowledge and understanding, and ask appropriate questions of others • ELG - Show sensitivity to others' needs and feelings
1	Piece 4 Boys' and Girls' Bodies	• Understand that changes occur as we grow and it is ok. • respect my body and understand which parts are private
2	Piece 4 Boys' and Girls' Bodies	• recognise the physical differences between boys and girls, use the correct names for parts of the body not excluding (penis, testicles, vagina) and appreciate that some parts of my body are private • tell you what I like/don't like about being a boy/girl
3	Piece 1 How Babies Grow	• understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby • express how I feel when I see babies or baby animals
4	Piece 2 (Jigsaw year 3 lesson) Having A Baby	• Understand how babies grow and develop in the uterus • express how I might feel if I had a new baby in my family
5	Piece 2 Puberty for Girls	• explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally • understand that puberty is a natural process that happens to everybody and that it will be OK for me
5	Piece 3	• describe how boys' and girls' bodies change during puberty

	Puberty for Boys and Girls	• express how I feel about the changes that will happen to me during puberty
6	Piece 4 (from year 5) Conception	• understand that sexual intercourse can lead to conception and that is how babies are usually made • understand that sometimes people need IVF to help them have a baby • appreciate how amazing it is that human bodies can reproduce in these ways
6	Piece 3 Girl Talk/Boy Talk	• ask the questions I need answered about changes during puberty • reflect on how I feel about asking the questions and about the answers I receive
6	Piece 4 Babies – Conception to Birth	• describe how a baby develops from conception through the nine months of pregnancy, and how it is born • recognise how I feel when I reflect on the development and birth of a baby
6	Piece 5 Attraction	• understand how being physically attracted to someone changes the nature of the relationship • express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

Withdrawal from RSE lessons.

Parents/carers have the right to withdraw their children from all or part of the Sex Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or RSE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the Sex Education programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

Relationships Education

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

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

The expected outcomes for each of these elements can be found further on in this policy.

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

Health Education

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

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

The expected outcomes for each of these elements can be found further on in this policy.

It is important to note that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g., emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

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

Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Working with Parents and Carers

The government guidance on SRE (DfE 2000) emphasises the importance of schools working in partnership with parents and carers. Under current legislation schools should enable parents/carers to exercise their right to withdraw their children (until the age of 19) from any school RSE taught outside National Curriculum Science (Education Act 1996). "Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17. This applies to maintained primary and secondary schools and includes pupils attending a sixth form that is part of a school. It does not apply to sixth form colleges and further education colleges. Parents/carers have a legal right to see the school RSE policy and to be given a copy of it (Education Act 1996). Parents/carers should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics may arise incidentally in other subjects, such as Science, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.
Within our Trust, puberty is taught as a statutory requirement of Health Education and covered by the Jigsaw Scheme of work in the 'Changing Me' Unit (Puzzle). Whereas sex education refers to Human Reproduction, and therefore we inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teaches Human Reproduction, this lesson is within the Jigsaw Changing Me Unit (puzzle). The specific lessons where Human Reproduction are only covered in Year 6 Lesson 2. (Conception) According to Law, as defined above, parents may only withdraw their children from this lesson.

To ensure that this lesson/unit is fully in keeping with Catholic Teaching, we have incorporated the Catholic Scheme 'Journey in Love' into this session, with adapted JIGSAW materials.

All parents are informed of the date that this topic is shared, and the full content of lessons will be shared. A specific SRE letter goes out to all parents.

Jigsaw Drug and Alcohol Education Content

The grid below shows specific Drug and Alcohol Education learning intentions for each year group in the 'Healthy Me' Puzzle.

Year Group	*Piece Number and Name*	*Learning Intentions 'Pupils will be able to…'*
2	Piece 3 Medicine Safety	• understand how medicines work in my body and how important it is to use them safely • feel positive about caring for my body and keeping it healthy
3	Piece 3 What Do I Know About Drugs?	• tell you my knowledge and attitude towards drugs • identify how I feel towards drugs
4	Piece 3 Smoking	• understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke • can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
4	Piece 4 Alcohol	• understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol • can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
5	Piece 1 Smoking	• know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart • make an informed decision about whether or not I choose to smoke and know how to resist pressure
5	Piece 2 Alcohol	• know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart • make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure
6	Piece 2 Drugs	• know about different types of drugs and their uses and their effects on the body particularly the liver and heart • be motivated to find ways to be happy and cope with life's situations without using drugs
6	Piece 3 Alcohol	• evaluate when alcohol is being used responsibly, anti-socially or being misused • tell you how I feel about using alcohol when I am older and my reasons for this

Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

	Pupils should know…	**How Jigsaw provides the solution**
Families and people who care for me	• that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference • Being Me in My World
Online relationships	• that people sometimes behave differently online, including by pretending to be someone they are not.	All of these aspects are covered in lessons within the Puzzles

	• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.	• Relationships • Changing Me • Celebrating Difference
Being safe	• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g., family, school and/or other sources.	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	• that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g., happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	All of these aspects are covered in lessons within the Puzzles • Healthy Me • Relationships • Changing Me • Celebrating Difference
Internet safety and harms	• that for most people the internet is an integral part of life and has many benefits.	All of these aspects are covered in lessons within the Puzzles

	• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.	• Relationships • Healthy Me
Physical health and fitness	• the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Healthy eating	• what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Drugs, alcohol and tobacco	• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	All of these aspects are covered in lessons within the Puzzles • Healthy Me

	• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to immunisation and vaccination	
Basic first aid	• how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Changing adolescent body	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.	All of these aspects are covered in lessons within the Puzzles • Changing Me • Healthy Me

Assessment and Recording

Assessment

Teachers will be eager to ensure children are making progress with their learning throughout their Jigsaw experience. Therefore, each Puzzle (except Puzzle 1) has a built-in assessment task, usually in Piece 5 or 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions. The task can usually be used as evidence in the Jigsaw Journal.

Each Puzzle has a set of three level descriptors for each year group:

Working towards *Working at Working* *beyond*

It is envisaged that, at the beginning of a Puzzle, children will be given the 'My Jigsaw Learning Record' for that Puzzle, so that it is clear to them what they are aiming to achieve.

Recording and tracking progress

To support the teacher in tracking each child's Jigsaw Learning progress throughout the year, each assessment is recorded on Arbor at the end of each puzzle piece. After each assessment task, the teacher, using a best-fit approach, decides whether the child is working at, towards or beyond and records this.

Reporting to Parents/Carers

Each Puzzle's assessment task and attainment descriptors assist the teacher in reporting meaningful learning progress to parents/carers. The descriptors can be used as a starting point when considering what to write on children's reports (can form part of termly parent consultation reviews but will mainly be fed into the annual school report).

The Attainment Descriptors

Please be aware that these attainment descriptors are specific to Jigsaw and to year groups. They are designed to give guidance when considering each child's learning journey. They are ***not*** nationally recognised. There are no national level descriptors for PSHE.

The Jigsaw philosophy is that children are praised, and their achievements celebrated in every Piece. It demands a positive relationship between the teacher and the children which, in itself, values and celebrates each individual. Appropriate time is allocated for this process.

Impact.

We strive to ensure that our pupils develop the knowledge, skills, attributes, discipline and self-confidence they need to problem solve and manage their lives, now and in the future. The skills and attributes they will develop through PSHE lessons will help them to stay healthy, safe and prepare them for secondary school and beyond.

Inclusion and Equality.

At OLFCAT, we aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEN.

Equality, Inclusion and Respect

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".
Our Lady of Fatima Catholic Multi Academy Trust is committed to ensuring that all pupils are treated with dignity, respect and compassion and that our curriculum reflects both our Catholic ethos and our responsibilities under the Equality Act 2010.

As a Catholic school, we believe that every person is created in the image and likeness of God and is therefore of equal worth and dignity. We promote respect for all members of our community and do not tolerate prejudice, discrimination, bullying or harassment of any kind. Our Relationships Education and Health Education curriculum is taught in accordance with the teachings of the Catholic Church whilst also ensuring that pupils develop an understanding of the diverse world in which they live. We teach children that families may differ in structure and composition and that all people should be treated with kindness, courtesy and respect.
Teaching about different families and relationships will be age-appropriate, factual and sensitive. This may include reference to families with a mother and father, single-parent families, adoptive families, foster families, families headed by grandparents and families with same-sex parents or carers. The purpose of this teaching is to foster respect, inclusion and understanding for all members of society.
When discussing marriage and relationships, the school will teach the Catholic understanding of marriage and family life whilst acknowledging that people may hold different beliefs and live in different family structures. Pupils will be encouraged to respect those differences and recognise the dignity of every individual.
Staff will respond to pupils' questions honestly, sensitively and in an age-appropriate manner. Any discussions will be rooted in the values of respect, truth, compassion and safeguarding and will support pupils to develop positive and healthy relationships**.**

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece – by using The Jigsaw Charter. Each class has their own mission statement as well as sharing in the whole school. They agree class rules and be mindful of the jigsaw charter. It needs to include the aspects below:

The Jigsaw Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass

- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Teaching Sensitive and Controversial Issues.

- Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.
- Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues.

- Staff members are aware that views around RSE- and Drug and Alcohol Education-related issues are varied. However, while personal views are respected, all RSE and Drug and Alcohol Education issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.
- Both formal and informal RSE and Drug and Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.
- Our school believes that RSE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support.

Involving parents and carers.

The school believes that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHE programme. Parents and carers are/will be given the opportunity to find out about and discuss the Jigsaw PSHE programme through:

* Parent/carer Jigsaw awareness session
* Home school learning
* Involvement in policy review
* Involvement in curriculum development
* Information leaflets/displays

Pupil Consultation:

- It is useful for pupils to be consulted on their own personal, social and citizenship development. Ask pupils either in individual classes or through the school council what sort of person they would like to be by the time they leave this school; what qualities, skills, attitudes, values are important to them as people?

- Develop this further by asking pupils how they feel the school could support them with this, what initiatives the school could implement to support this e.g., friendship benches, peer mentoring systems.

Training and support for staff

- All staff benefit from Jigsaw PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.
- In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.
- The school nurse is always available to provide training.

Confidentiality and Child Protection/Safeguarding Issues.

- As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection co-ordinator who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Monitoring

Monitoring and Review

- The trust/governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Monitoring and evaluation.

The PSHE Leader will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

* Pupil and teacher evaluation of the content and learning processes
* Staff meetings to review and share experience

Monitoring standards of teaching and learning within PSHE is the primary responsibility of the PSHE Leader. All teachers are expected to keep a portfolio of work for every child.

- The PSHE Lead liaises with external agencies regarding the school RSE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

The role of the Executive Head Teacher.

- It is the responsibility of the Executive head to ensure that staff and parents are informed about the RSE policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.