



RIPPLEVALE
SCHOOL

PSHE Policy

(Including: PSHE / RSE / SMSC)

Date of issue: 05 .06.2023

Review Cycle: Annual

Person responsible for updating this Document: PSHE Lead - Kate Kuhn (in consultation with stakeholders)

Next Review Date: June 2024

Ripplevale School is owned and operated by Cavendish Education.

This policy is one of a series of policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values:

Ripplevale School provides a caring learning environment where our students make meaningful progress, relative to their individual starting points. Our aim is to encourage them to develop appropriate personal, social and employable skills enabling them to become confident, independent and aspiring young people

While this current policy document may be referred to elsewhere in Ripplevale School and documentation, including particulars of employment, it is non-contractual.

The policies, unless the specific context requires otherwise, the word “parent” is used in terms of Section 576 of the Education Act 1996, which states that a ‘parent’, in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance Understanding and dealing with issues relating to parental responsibility considers a ‘parent’ to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- Peninsula BusinessSafe (Health and Safety)
- Atlantic Data (DBS)
- Educare (online CPD)

Ripplevale School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Ripplevale School.

The policy documents of Ripplevale School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

This policy was rewritten in June 2023 to create a PSHE policy to include: PSHE, RSE and SMSC. It has been rewritten to better reflect the provision of PSHE/ RSE and SMSC at Ripplevale School and College.

PSHE Policy

PSHE stands for Personal, Social, Health and Economic Education and is a fundamentally important part of the school curriculum. PSHE is closely monitored by the Department for Education (DfE) and the school inspection organisation, Ofsted and is statutory for independent schools.

PSHE enables children and young people to stay healthy, safe and prepared for life – and work – in modern Britain.

This policy includes; PSHE, (Personal, Social, Health and Economics), RSE (Relationships and Sex education) and SMSC (Social, moral, spiritual, cultural) development.

1. Policy Context and Rationale for PSHE, RSE and SMSC.

This policy covers our school's approach to PSHE across the whole school & college.

The updated policy will reflect the recent changes in statutory guidance from the Department for Education and the outcomes within our chosen PSHE programme Jigsaw, as well as those of the PSHE Association.

Ripplevale school is committed to providing a good quality education which aims to build children and young people's knowledge in all aspects of PSHE.

2. Policy availability for PSHE, RSE and SMSC.

Parents and carers will be informed about the policy by email, Parentmail and parent/ carer meetings and is available for parents and carers to access on the Ripplevale School website. If you require this policy in paper format please contact the School/ College office.

3. Policy aims and objectives

Our PSHE policy sets out the schools approach in delivering our PSHE programme which aims to provide a spiral curriculum across all Key stages, following the Jigsaw programme and resources from the PSHE association . This will give children and young people the tools they require to become good citizens, show respect, achieve aims and goals and have a safe and healthy future.

The PSHE Lead, along with the Senior leadership team will ensure the subject is monitored and evaluated through regular; lesson observations, departmental meetings, training and CPD.

4. Responsibilities

Key responsibilities - People

PSHE Lead

1. Overseeing the implementation of the Jigsaw PSHE programme across all key stages.
2. Overseeing the implementation of the KS-5 PSHE programme.
3. Keeping up to date with current best practice and changes in government guidance.
4. Supporting teaching staff in adapting and implementing the Jigsaw programme.
5. Ensuring policies and procedures are updated,
6. Ensuring appropriate assessment is included within the PSHE programme.
7. Carrying out lesson observations.
8. Conducting departmental meetings
9. Organising and assessing training and CPD
10. Collaborating with staff to ensure appropriate cross-curricular provision is implemented.
11. Collaborating with parents and carers to ensure views are considered, and providing a PSHE, RSE and SMSC Newsletter at least twice a year.
12. Ensuring procedures are in place, understood and followed for the withdrawal of RSE by all involved in the process.
13. Evaluation and auditing process is carried out to identify and review PSHE practice and identify strengths and areas of improvement as part of a continuous review cycle.

PSHE teachers

1. Deliver lessons in line with the Jigsaw programme across all key stages.
2. Deliver lessons in line with the KS-5 programme of study.
3. Keeping up to date with current research, legislation and trends in relation to PSHE.
4. Collaborating with the PSHE lead, to ensure best practice is in line with current legislation.
5. Assessing learners progress using summative and formative assessment methods.
6. Attending departmental meetings.
7. Completing required training and CPD courses.
8. Adapting resources to suit individual needs of learners.
9. Identify strengths and areas for improvement by auditing and evaluation as part of the continuous review cycle.

Other staff

1. Contribute to the development of PSHE policies, curriculum and resources as appropriate.
2. Ensuring that PSHE is implemented across all subject areas.

3. Being aware that PSHE is a whole-school approach.

Parents and carers

1. Contribute to the PSHE provision through consultation
2. Contribute to the PSHE provision at home through engagement with the school.
3. Receiving and responding to newsletter, emails, Parentmails in relation to RSE if and when necessary.
4. Being aware of and following the procedure for withdrawal if necessary.
5. Attend Parent/ carers focus group meetings
6. Contribute to requests from The Child Health Team from Medway Public Health

Other organisations

1. Working with external organisations can enhance delivery of subjects, bringing in specialist knowledge and different ways of engaging with young people. As with any visitor, at Ripplevale school we are responsible for ensuring that we check the visitor or visiting organisation's credentials.
2. We will ensure that the teaching delivered by the visitor fits with their planned programme and their published policy. We will therefore collaborate with external organisations prior to their appointment to discuss the details of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.
3. We will obtain and review material and lesson plans prior to the visitors appointment to ensure they meet the needs of our learners.
4. We will ensure that the visiting organisation understands confidentiality and how safeguarding reports should be dealt with in line with our safeguarding policy.
5. Visiting organisations will be used to enhance education, rather than as a replacement for our teaching by staff.

Key responsibilities - Systems

Compliance

1. The School will ensure that the provision of PSHE for primary and secondary school pupils is in line with the statutory guidance
2. The School will ensure that any changes or updates to this guidance are followed and built into the provision of PSHE.
3. There is a continuous review cycle in operation for PSHE to ensure that all stakeholders can

contribute to providing the best possible provision.

4. Part of the continuous review cycle incorporates the consultation of parents, carers and students to ensure that all voices are included in this process.

5. Within the statutory guidance, the School will ensure that specific duties such as posting this policy on the School website, making copies available on request, making clear procedures for opting out are all carried out in a timely fashion and appropriately maintained.

Key points from DfE guidance 2019

1. Wellbeing is a central strand. The School provides wellbeing support to all students and staff on request but also has wellbeing as part of its timetabled interventions for those who have had a need identified.
2. A written policy for Relationships and Sex Education (RSE) must be produced with parent consultation (DfE, 2019:11). (Separate policy within the PSHE policy)
3. The policy must be made available to parents and on the school website.
4. Schools should provide parents with examples of the resources they plan to use.
5. In special schools there may be a need to tailor content to meet the specific needs of pupils at different developmental stages (DfE, 2019).
6. At the point at which schools consider it appropriate to teach their pupils about LGBT+, they should ensure that 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. In other words, the curriculum should be mindful of protected characteristics as specified in section 4 of the Equality Act 2010.
7. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice (DfE, 2019).
8. Creating a safe and supportive learning environment

We will create a safe and supportive learning environment by following the Jigsaw charter which will be revisited at the beginning of each lesson.

The Jigsaw charter lays out classroom rules which encourage; respect, positivity and the right to pass.

Classroom behaviour will be continuously monitored and where appropriate rewards and sanctions will be implemented.

Where learners indicate they may be vulnerable and at risk, they will get appropriate support by our Emotional well-being and Safeguarding teams.

5. Entitlement and Equality of opportunity

Equality and diversity are critical to delivering DfE's vision: we enable children and learners to thrive by protecting the vulnerable and ensuring the delivery of excellent standards of education, training and care. This helps realise everyone's potential – and that powers our economy, strengthens society and increases fairness. (DfE)

The DfE regulations require PSHE to encourage respect for others, with particular regard to their protected characteristics under the Equality Act 2010.

The protected characteristics as listed in Section 4 of the Equality Act 2010 are: Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex and Sexual orientation.

At Ripplevale we give each individual the opportunity to reach their full potential by giving them the tools and support they require to thrive.

This policy is informed by the school's;

Safeguarding Policy

Child protection Policy

Behaviour policy

Relationships and Sex Education Policy

Social, Moral, Spiritual and Cultural Education Policy

Equality and Diversity Policy

Extremism and Radicalisation Policy

Anti - Bullying Policy

Online Safety Policy

RSE Policy

RSE stands for Relationships and Sex Education Education and is a fundamentally important part of the school curriculum. RSE is closely monitored by the Department for Education (DfE) and the school inspection organisation, Ofsted.

RSE focuses on relationships of all types – family relationships, personal relationships, relationships within wider society – and on sex education.

What is statutory?

Sex Education in Primary schools is not Statutory however, the Department for Education (DfE) recommends that:

“All Primary schools should have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils”

‘The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.’

PSHE is statutory in independent schools and therefore includes Relationships and Health Education and LGBT+ content.

Sex Education is compulsory for all secondary + aged pupils. Sex education in Primary school at Ripplevale, will focus on **‘Human Reproduction’** within the Jigsaw PSHE programme.

Puberty work is statutory and comes under ‘Health Education’.

Jigsaw states:

- *‘We believe that knowledge empowers and protects children as long as it is age - appropriate. At secondary school Sex education is statutory and we believe Primary schools should prepare children with accurate knowledge about puberty and human reproduction before they transfer to secondary school.’*
- *‘Conception is introduced age - appropriately in Y4 in the context of understanding why our bodies change during puberty.’*
- *‘Understanding of Human Reproduction, conception and puberty is built upon in Y5 and then puberty, conception and childbirth is age - appropriately covered in Y6.’*

Jigsaw, The Mindful approach to PSHE

1. Policy Context and Rationale for PSHE, RSE and SMSC. - See PSHE policy

2. Policy availability for PSHE, RSE and SMSC. - See PSHE policy

3. Policy aims and objectives

Our RSE policy sets out the school’s approach in delivering our Relationships and Sex education programme through Jigsaw PSHE and the National curriculum science. This aims to provide a spiral curriculum across Key stages 2 - 4. Our programme will give children and young people

the knowledge and information they require to have safe, healthy relationships.

RSE will be included in the Key stage 5 programme of study.

The policy considers the regulations and guidance contained within the DfE document, along with that of the PSHE association.

Science teachers will follow the National curriculum across all key stages (2 - 4) to include RSE where relevant.

Ripplevale school is committed to providing a good quality education which aims to build children and young people's knowledge in all aspects of RSE.

4. Responsibilities

The RSE Lead (within the role of PSHE Lead).

1. Overseeing the implementation of the RSE programme across all key stages.
2. Keeping up to date with current best practice and changes in government guidance.
3. Supporting teaching staff in adapting and implementing the RSE programme.
4. Ensuring policies and procedures are updated,
5. Ensuring appropriate assessment is included within the RSE programme.
6. Carrying out lesson observations.
7. Conducting departmental meetings
8. Organising and assessing training and CPD
9. Collaborating with staff to ensure appropriate cross-curricular provision is implemented.
10. Collaborating with parents and carers to ensure views are considered, and providing a PSHE, RSE and SMSC Newsletter at least twice a year.
11. Ensuring procedures are in place, understood and followed for the Withdrawal of RSE by all involved in the process.
12. Evaluation and auditing process is carried out to identify and review RSE practice and identify strengths and areas of improvement as part of a continuous review cycle.

PSHE (Including RSE) Teachers

1. Deliver lessons in line with the RSE programme across all key stages.
2. Keeping up to date with current research, legislation and trends in relation to RSE.
3. Collaborating with PSHE Lead to ensure best practice is inline with current legislation.
4. Assessing learners progress using summative and formative assessment methods.
5. Attending departmental meetings.
6. Completing required training and CPD courses.

7. Adapting resources to suit individual needs of learners.
8. Identify strengths and areas for improvement by auditing and evaluation as part of the continuous review cycle.

Other staff

1. Contribute to the development of PSHE/ RSE policies, curriculum and resources as appropriate.
2. Being aware that PSHE is a whole-school approach

Parents and carers

1. Contribute to the RSE provision through consultation
2. Contribute to the RSE provision at home through engagement with the school.
3. Receiving and responding to newsletter, emails, Parentmails in relation to RSE if and when necessary.
4. Being aware of and following the procedure for withdrawal if necessary.

Other organisations

Working with external organisations can enhance delivery of subjects, bringing in specialist knowledge and different ways of engaging with young people. As with any visitor, at Ripplevale school we are responsible for ensuring that we check the visitor or visiting organisation's credentials.

We will ensure that the teaching delivered by the visitor fits with their planned programme and their published policy. We will therefore collaborate with external organisations prior to their appointment to discuss the details of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.

We will obtain and review material and lesson plans prior to the visitors appointment to ensure they meet the needs of our learners.

We will ensure that the visiting organisation understands confidentiality and how safeguarding reports should be dealt with inline with our safeguarding policy.

Visiting organisations will be used to enhance education, rather than as a replacement for our teaching by staff.

Key responsibilities - Systems

Compliance

1. The School will ensure that the provision of RSE for primary, secondary and college pupils is in line with the statutory guidance
2. The School will ensure that any changes or updates to this guidance are followed and built into the provision of RSE.
3. There is a continuous review cycle in operation for RSE to ensure that all stakeholders can contribute to providing the best possible provision.
4. Part of the continuous review cycle incorporates the consultation of parents, carers and students to ensure that all voices are included in this process.
5. Within the statutory guidance, the School will ensure that specific duties such as posting this policy on the School website, making copies available on request, making clear procedures for opting out are all carried out in a timely fashion and appropriately maintained.

Key Points from DfE

Pupils with special educational needs and disabilities (SEND)

1. Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparation for adulthood outcomes,¹² as set out in the SEND code of practice, when teaching these subjects to those with SEND.
2. Schools should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.
3. In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law. Lesbian, Gay, Bisexual and Transgender (LGBT)
4. In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.
5. Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT,

they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone 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.

5. Creating a safe and supportive learning environment

We will create a safe and supportive learning environment by following the Jigsaw charter which will be revisited at the beginning of each lesson.

The Jigsaw charter lays out classroom rules which encourage; respect, positivity and the right to pass.

Classroom behaviour will be continuously monitored and where appropriate rewards and sanctions will be implemented.

Where learners indicate they may be vulnerable and at risk, they will get appropriate support by our Emotional well-being and Safeguarding teams.

6. Entitlement and Equality of opportunity

Equality and diversity are critical to delivering DfE's vision: we enable children and learners to thrive by protecting the vulnerable and ensuring the delivery of excellent standards of education, training and care. This helps realise everyone's potential – and that powers our economy, strengthens society and increases fairness. (DfE)

The DfE regulations require PSHE to encourage respect for others, with particular regard to their protected characteristics under the Equality Act 2010.

The protected characteristics as listed in Section 4 of the Equality Act 2010 are: Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex and Sexual orientation.

At Ripplevale we give each individual the opportunity to reach their full potential by giving them the tools and support they require to thrive.

7. The right to withdraw from Sex Education (Primary and Secondary)

The Department for Education guidance:

- Parents/ Carers do not have the right to withdraw their children from **Relationships or health education, including puberty work.**
HOWEVER
- Parents/ carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE (but cannot withdraw their child from Relationships or Health Education). Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the

curriculum. Schools will want to document this process to ensure a record is kept.

- Good practice is also likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the 18 detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).
- Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.
- This process is the same for pupils with SEND. However there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. The approach outlined above should be reflected in the school's policy on RSE.
- Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.
- If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.
- Parents/ Carers are not permitted to withdraw their child from Sex Education included in the National Curriculum science, as this is a statutory subject.

This policy is informed by the school's;

Safeguarding Policy

Child protection Policy

Behaviour policy

Relationships and Sex Education Policy

Social, Moral, Spiritual and Cultural Education Policy

Equality and Diversity Policy

Extremism and Radicalisation Policy

Anti - Bullying Policy

Online Safety Policy

SMSC Policy

SMSC stands for Social, Moral, Spiritual and Cultural education and is a fundamental part of the whole school PSHE curriculum. SMSC is closely monitored by the Department for Education (DfE) and the school inspection organisation, Ofsted under the PSHE umbrella.

1. Policy Context and Rationale for PSHE, RSE and SMSC. - See PSHE policy

2. Policy availability for PSHE, RSE and SMSC. - See PSHE policy

3. Policy aims and objectives

SMSC permeates all other subject areas, where there are constant opportunities for the embedding of SMSC elements and fundamental British values. In this broader, whole-School, whole-curriculum sense the SMSC policy aims to:

1. ensure that everyone connected with the School is aware of our values and principles
2. actively promote the fundamental British values of:
 - The rule of law
 - Democracy
 - Individual liberty
 - Tolerance and mutual respect
3. ensure a consistent approach to the delivery of SMSC elements through the wider curriculum and the general life of the School including;
 - a. UK law and governance
 - b. Student voice
 - c. British values
 - d. Respecting different faiths, beliefs and backgrounds
4. ensure that a child's education is set within a context that is meaningful and appropriate to their age, aptitude and background
5. ensure that children and young people know what is expected of them and why
6. give each child a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience
7. enable children and young people to develop an understanding of their individual and group identity
8. enable the development of an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society
9. give each child the opportunity to explore social and moral issues and develop a sense of social and moral responsibility
10. make and develop personal relationships, based on trust, self-esteem and mutual respect
11. become active, responsible citizens in a democratic society

The School ethos, effective relationships throughout the School and curricular activities all make a significant contribution to the development of SMSC education. The National Curriculum, and particularly PSHE, RE, citizenship, and lifeskills, provide many opportunities to further SMSC education.

The PSHE programme will cover all aspects of SMSC within the weekly PSHE lessons across all key stages; however, our aim is to embed SMSC across the whole school curriculum and

learning environment.

4. Responsibilities

The SMSC Lead (within the role of PSHE Lead).

1. Overseeing the implementation of the PSHE (to include SMSC) programme across all key stages.
2. Keeping up to date with current best practice and changes in government guidance.
3. Supporting teaching staff in adapting and implementing the PSHE programme.
4. Ensuring policies and procedures are updated,
5. Ensuring appropriate assessment is included within the SMSC programme.
6. Carrying out lesson observations.
7. Conducting departmental meetings
8. Organising and assessing training and CPD
9. Collaborating with staff to ensure appropriate cross-curricular provision is implemented.
10. Collaborating with parents and carers to ensure views are considered, and providing a PSHE, RSE and SMSC Newsletter at least twice a year.
11. Evaluation and auditing process is carried out to identify and review SMSC practice and identify strengths and areas of improvement as part of a continuous review cycle.

SMSC (Included in PSHE) Teachers

1. Deliver lessons in line with the Jigsaw programme across all key stages (2-4).
2. Deliver lessons in line with the PSHE scheme of work set out for key stage 5.
3. Keeping up to date with current research, legislation and trends in relation to SMSC.
4. Collaborating with PSHE lead to ensure best practice is inline with current legislation.
5. Assessing learners progress using summative and formative assessment methods.
6. Attending departmental meetings.
7. Completing required training and CPD courses.
8. Adapting resources to suit individual needs of learners.
9. Identify strengths and areas for improvement by auditing and evaluation as part of the continuous review cycle.

Other staff

1. Contribute to the development of PSHE policies including SMSC, curriculum and resources as appropriate.
2. Ensuring that SMSC is implemented across all subject areas.
3. Being aware that PSHE is a whole-school approach.

Parents and carers

1. Contribute to the PSHE/ SMSC provision through consultation
2. Contribute to the PSHE/ SMSC provision at home through engagement with the school.
3. Receiving and responding to newsletter, emails, Parentmails in relation to PSHE/ SMSC if and when necessary.

Other organisations

Working with external organisations can enhance delivery of subjects, bringing in specialist knowledge and different ways of engaging with young people. As with any visitor, at Ripplevale school we are responsible for ensuring that we check the visitor or visiting organisation's credentials.

We will ensure that the teaching delivered by the visitor fits with their planned programme and their published policy. We will therefore collaborate with external organisations prior to their appointment to discuss the details of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.

We will obtain and review material and lesson plans prior to the visitors appointment to ensure they meet the needs of our learners.

We will ensure that the visiting organisation understands confidentiality and how safeguarding reports should be dealt with inline with our safeguarding policy.

Visiting organisations will be used to enhance education, rather than as a replacement for our teaching by staff.

Key points from DfE 2019

Schools should:

1. include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
2. ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;
3. use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view;
4. use teaching resources from a wide variety of sources to help pupils understand a range of

faiths, and

5. consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.

Schools catering especially for pupils with special needs can address these matters through

- *arrangements to give pupils a voice in school matters*
- *establishing codes of behaviour and*
- *encouraging responsibility*
- *promoting work and interactions within the school which respects individuals and difference, and*
- *ensuring that pupils become familiar with different approaches to religion and culture.*

4. Creating a safe and supportive learning environment

We will create a safe and supportive learning environment by ensuring all staff, students, parents, carers and visitors model the SMSC values and respect each other.

The Jigsaw classroom charter ensures that every child or young person knows how to show respect for feelings, beliefs and values of others.

Where learners indicate they may be vulnerable and at risk, they will get appropriate support by Emotional well-being and Safeguarding.

5. Entitlement and Equality of opportunity

Equality and diversity are critical to delivering DfE's vision: we enable children and learners to thrive by protecting the vulnerable and ensuring the delivery of excellent standards of education, training and care. This helps realise everyone's potential – and that powers our economy, strengthens society and increases fairness. (DfE)

The DfE regulations require PSHE to encourage respect for others, with particular regard to their protected characteristics under the Equality Act 2010.

The protected characteristics as listed in Section 4 of the Equality Act 2010 are: Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex and Sexual orientation.

At Ripplevale we give each individual the opportunity to reach their full potential by giving them the tools and support they require to thrive.

This policy is informed by the school's;

Safeguarding Policy



Child protection Policy

Behaviour policy

Relationships and Sex Education Policy

Social, Moral, Spiritual and Cultural Education Policy

Equality and Diversity Policy

Extremism and Radicalisation Policy

Anti - Bullying Policy

Online Safety Policy

Jigsaw, the mindful approach to PSHE

How Jigsaw can support SMSC

Through the Jigsaw PSHE programme learners will get the opportunity to revisit and embed the Jigsaw charter, this ensures that learners feel empowered to express their feelings, faiths and values freely in an environment with mutual respect.

Learners will get the opportunity to reflect on their learning, this will allow them to re-evaluate their beliefs, this does not mean we are challenging religion or world beliefs, things like; friendships and social media influences may challenge their beliefs.

The Celebrating Difference puzzle looks specifically at the ways in which we differ, but that there are many ways in which we can connect and empathise with each other through human and spiritual elements.

Through topics explored in Jigsaw, learners will gain knowledge and understanding about themselves, others and the world around them.

Outdoor activities will also be encouraged to give the learners further experiences such as enjoying the natural world. This will also be explored by the Jigsaw Outdoors Programme.

Examples of the planned opportunities for SMSC within the Jigsaw PSHE programme:

- Perseverance
- Learning strengths
- Self-identity and worth
- Challenging my ideas
- Body image
- Peer pressure
- Having a voice

Reflecting is a vital part of becoming more spiritual. Quiet moments allow us to be in the present moment. Within the Jigsaw programme this is taught in the following ways:

- Lesson content (thoughts, feelings, actions, sequence)
- Mindfulness practice (Breathing techniques, awareness exercise, visualisations)
- Pause points (Using Jigsaw Jerry Cat resource) (3-11)
- Assemblies
- Reflection (At the end of every lesson)

Jigsaw, The Mindful approach to PSHE