



Venn Boulevard Centre RSE PHSE Policy



1	Summary	RSE PHSE Policy		
2	Responsible person	Sarah Sargieson		
3	Accountable SLT member	Sarah Sargieson		
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff		
5	Who has overseen development of this policy	SLT		
6	Who has been consulted and recommended policy for approval	LGB		
7	Approved by and date	September 2025		
8	Version number	3		
9	Available on	Every	<input type="checkbox"/> Y <input type="checkbox"/> N	Trust website <input type="checkbox"/> Y <input type="checkbox"/> N Academy website <input checked="" type="checkbox"/> Y <input type="checkbox"/> N SharePoint <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)	Behaviour and Relationship Policy Safeguarding Policy		
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff		
12	Date of implementation (when shared)	September 2025		
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N		



Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

PSHE

At Venn Boulevard, we teach Personal, Social, Health Education as a whole-school approach to underpin students' development as people and because we believe that this also supports their learning capacity.

Jigsaw, the mindful approach to PSHE, provides a programme which offers us a comprehensive, carefully thought-through Scheme of Work bringing consistency and progression to our students' learning in this vital curriculum area.

The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our young people.

Statutory RSE and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education compulsory for all pupils receiving secondary education... They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools." DfE Guidance p.8.

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

Secretary of State Foreword, DfE Guidance 2019 p.4-5.

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships and Sex Education.”

DfE Guidance p.11.

Here, at Venn Boulevard we value PSHE as a way to support students’ development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships, Sex and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to our students’ needs. The mapping document, ‘Jigsaw 11-16 and statutory RSE and Health Education’, shows exactly how Jigsaw and therefore, our school, meets the statutory RSE and Health Education requirements.

This programme’s complimentary update policy ensures we are always using the most up-to-date teaching materials and that our teachers are well-supported. We use the Jigsaw programme in conjunction with a carefully chosen approach to Wellness and Recovery developed by Barnardos.

“WRAP can support people of all ages, including youth and children. WRAP offers a system that helps (children and) young people make their lives more the way they want them to be. It helps them choose and enjoy more of the things they want to do. WRAP helps them get through the difficult experiences and uncertainty that can come with making friends, navigating peer pressure, managing schoolwork, and dealing with home and family challenges. The WRAP process can also help them stay on track with the habits and relationships they love and want to keep as part of their lives.”
(WRAP: 2020)

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)



- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE (mapping document available on the Community Area of www.jigsawpshe.com) and aligned to the definitions of Relationships and Sex Education offered by the Sex Education Forum (National Children's Bureau, April 2020).

What do we teach when and who teaches it?

Whole-school approach

The Jigsaw Programme covers all areas of PSHE for the secondary phase including statutory RSE and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding difference, Equality Act
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family, intimate relationships and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Venn Boulevard we allocate 1 hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

- assemblies and collective worship,
- praise and reward system,
- Learning Charter,
- through relationships student to student, adult to student and adult to adult across the school.
- We aim to 'live' what is learnt and apply it to everyday situations in the school community.
- Class tutors/ a dedicated PSHE Team deliver the weekly lessons.
- Each lesson has a one-hour timetabled slot each week.

Pupil progress is monitored against the Jigsaw learning outcomes using the Jigsaw Assessment materials.

Relationships and Sex Education

"The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like...it should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships..."

Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

RSE should provide clear progression from what is taught in primary school in Relationships Education.

Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect."

DfE Guidance page 25

"In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of The Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics..."

We expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum."

DfE Guidance page 15

The Sex Education Forum offers the following definitions:

"Sex education is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health."

"Relationships education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life."



Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future.”

Sex Education Forum, 2020

What does the DfE statutory guidance on Relationships Education expect young people to know by the time they leave secondary school?

RSE in secondary schools will cover ‘Families’, ‘Respectful relationships including friendships’, ‘Online and media’, ‘Being safe’ and ‘Intimate sexual relationships, including sexual health’.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document, ‘Jigsaw 11-16 and Statutory RSE and Health Education’.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, the Changing Me Puzzle covers much of the Sex Education and the Healthy Me Puzzle covers much of the Health Education, some of the outcomes are also taught elsewhere in Jigsaw. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

“It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves.”

DfE Guidance page 35.

What does the DfE statutory guidance on Health Education expect young people to know by the time they leave secondary school?

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

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document, ‘Jigsaw 11-16 and Statutory RSE and Health Education’.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw, e.g. emotional and mental health is nurtured every lesson through mindfulness practice and respect is enhanced through the use of the Jigsaw Charter.

Again, the mapping document shows transparently how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Sex Education

The DfE Guidance 2019 integrates Relationships and Sex Education at secondary school level.

Most of the DfE outcomes relating to Sex Education sit with in the 'Intimate and sexual relationships, including sexual health' section of the guidance and include aspects like:

- the facts about reproductive health...
- the facts about the full range of contraceptive choices ...
- how the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted...
- how to get further advice...
- consent and the law

DfE Guidance page29.

At Venn Boulevard Centre we agree with the Sex Education Forum definition of Sex Education (as above).

The Jigsaw PSHE Programme also reflects this, making it possible for us to identify which lessons specifically address these aspects of learning, thereby making it straightforward for us to communicate this to parents/carers in relation to their right to request to withdraw their children from Sex Education.

The grid below shows which lessons cover which aspects of the DfE outcomes...



By the end of secondary pupils should know:						
Relationships and Sex Education (RSE) DfE expectations (2019)		Coverage				
Families (FAM)		Year 7	Year 8	Year 9	Year 10	Year 11
FAMa	that there are different types of committed, stable relationships.					
b	how these relationships might contribute to human happiness and their importance for bringing up children.					
c	what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.					
d	why marriage is an important relationship choice for many couples and why it must be freely entered into.					
e	the characteristics and legal status of other types of long-term relationships.					
f	the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.					
g	how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.					
Respectful relationships including friendships (RR)		Year 7	Year 8	Year 9	Year 10	Year 11
RRa	the characteristics of positive and healthy friendships (in all contexts,					



	including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.					
b	practical steps they can take in a range of different contexts to improve or support respectful relationships.					
c	how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).					
d	that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs					
e	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.					
f	that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.					
g	what constitutes sexual harassment and sexual violence and why these are always unacceptable.					
h	the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.					
Online and media (OM)		Year 7 KS3Y1	Year 8 KS3Y2	Year 9	Year 10	Year 11 KS4Y2



				KS3Y3	KS4Y1	
OMa	their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.					
b	about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.					
c	not to provide material to others that they would not want shared further and not to share personal material which is sent to them.					
d	what to do and where to get support to report material or manage issues online.					
e	the impact of viewing harmful content.					
f	that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.		CM4	RL3	RL2	
g	that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.					
h	how information and data is generated, collected, shared and used online.					
Being Safe (BS)						
		Year 7 KS3Y1	Year 8 KS3Y2	Year 9 KS3Y3	Year 10 KS4Y1	Year 11 KS4Y2
BSa	the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM,	CM1	RL4 CM5	RL1,2	CD4,6 RL2,5	BM1,2 HM3,5 RL5,6



	and how these can affect current and future relationships.					
b	how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).					
Intimate and sexual relationships, including sexual health (ISR)		Year 7 KS3Y1	Year 8 KS3Y2	Year 9 KS3Y3	Year 10 KS4Y1	Year 11 KS4Y2
ISRa	how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.					
b	that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.	CM3	CM5,6	RL2	DG2 RL3	HM2,3,5
c	the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.			RL4		HM2,4
d	that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.					
e	that they have a choice to delay sex or to enjoy intimacy without sex.					
f	the facts about the full range of contraceptive choices, efficacy and options available.			RL4		HM4
g	the facts around pregnancy including miscarriage.	CM2				HM4
h	that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby,	CM2				HM4,6



	adoption, abortion and where to get further help).					
i	how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.				HM6	HM2,4
j	about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.			RL5	HM6	HM2
k	how the use of alcohol and drugs can lead to risky sexual behaviour.					
l	how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	CM5		RL5		HM6 RL4

By the end of secondary pupils should know: Physical health and mental wellbeing		Coverage				
Mental wellbeing (MW)		Year 7	Year 8	Year 9	Year 10	Year 11
MWa	how to talk about their emotions accurately and sensitively, using appropriate vocabulary.					
b	that happiness is linked to being connected to others.					
c	how to recognise the early signs of mental wellbeing concerns.					
d	common types of mental ill health (e.g. anxiety and depression).					
e	how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.					
f	the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.					
Internet safety and harms (IS)		Year 7	Year 8	Year 9	Year 10	Year 11
ISa	the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.					
b	how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.					



Physical health and fitness (PH)		Year 7	Year 8	Year 9	Year 10	Year 11
PHa	the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.					
b	the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.					
c	about the science relating to blood, organ and stem cell donation.					
Healthy eating (HE)		Year 7	Year 8	Year 9	Year 10	Year 11
HEa	how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.					
Drugs, alcohol and tobacco (DAT)		Year 7	Year 8	Year 9	Year 10	Year 11
DATa	the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.					
b	the law relating to the supply and possession of illegal substances.					
c	the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.					
d	the physical and psychological consequences of addiction, including alcohol dependency.					
e	awareness of the dangers of drugs which are prescribed but still present serious health risks.					
f	the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.					
Health and prevention (HP)		Year 7	Year 8	Year 9	Year 10	Year 11



HPa	about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.					
b	about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.					
c	(late secondary) the benefits of regular self-examination and screening.					
d	the facts and science relating to immunisation and vaccination.					
e	the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.					
Basic first aid (BFA)		Year 7	Year 8	Year 9	Year 10	Year 11
BFAa	basic treatment for common injuries.					
b	life-saving skills, including how to administer CPR.					
c	the purpose of defibrillators and when one might be needed.					
Changing adolescent body (CAB)		Year 7	Year 8	Year 9	Year 10	Year 11
CABa	key facts about puberty, the changing adolescent body and menstrual wellbeing.					
b	the main changes which take place in males and females, and the implications for emotional and physical health.					

Parents’ right to request their child be withdrawn from Sex Education

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE...

... except in exceptional circumstances, the school should respect the parents’ request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those Terms”.

DfE Guidance pages 17/18.

Should parents wish to discuss withdrawing their child from Sex Education, they are advised to....



Monitoring and Review

The Curriculum Committee of the 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.

Inclusion and SEND

At Venn Boulevard Centre we pride ourselves on our inclusive policy and on how we make provision for all students' needs.

Adaptations are made to the Jigsaw resources to meet the individual needs of the pupils in order to cover the statutory content. Our experienced specialist SEND teachers ensure a bespoke learning experience for all students. For some of our pupils in the specialist classes, pupils have specific personalised PSHE/SEMH targets related to their EHCP plans, these are monitored continuously through provision mapping and the EHCP process.

Equality

This policy will inform the school's Equalities Policy

The DfE Guidance 2019 (p.15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics..."

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At Venn Boulevard Centre we promote respect for all and value every individual student. We also respect the right of our students, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of RSE and Health Education.

Jigsaw PSHE documents needed to explain this policy

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