



PSHE Policy

Review cycle:	Every 3 Years
Last Review Date:	March 2022
Next Review Date:	March 2025
Staff responsible:	Mrs V McSween, Mr M Russo
Governor responsible:	Mr P MacDougall

PERSONAL, SOCIAL, HEALTH, CITIZENSHIP and ECONOMICS EDUCATION

THIS POLICY IS APPLICABLE TO ALL PUPILS, INCLUDING THOSE IN THE EYFS

Aims

Personal, Social, Health Education (PSHE) effectively prepares pupils with the qualities and attributes to become healthy, independent and responsible members of an ever changing British society. It empowers them with the knowledge, skills and understanding they need to manage their lives at its different stages.

At St John's we aim to teach this through our structured, planned PSHE lessons but is also part of our whole school ethos. There is a high emphasis on mutual respect and values. This can be seen to be taught in all our lessons, in assemblies and also at work and play in all aspects of school life.

Our school motto, 'Vitam, Impendere Vero', to be true to one's self is regularly referred to as a reminder of our foundation of thought. Boys are taught to be honest, to respect one another and to work and play hard. Our Code of Conduct is frequently referred to and guides us in the way we conduct ourselves inside and outside of school.

The PSHE curriculum strongly supports these school aims:

- To ensure that every boy feels safe, secure and valued
- Every boy is expected to respect value and appreciate the feelings and beliefs of others

- The welfare of each child is paramount
- St John's aims to provide a moral and spiritual framework in which boys will clearly understand that they are part of both the school community and the society in which they live
- Boys are taught to respect the feelings, beliefs and property of everyone in the community

Our PSHE policy dovetails with the overall school's approach to Spiritual, Moral, Social and Cultural (SMSC) development, as we encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we help develop their sense of self-worth. We teach the boys how society is organised and governed. We ensure that they experience the process of democracy in school through the School Council. Each boy has the opportunity to represent his class at the school council and boys' views boys of all ages are taken to the meetings by class representatives where issues can be discussed.

Health Education

The DfE statutory guidance on Health Education covers mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid, and changing adolescent body. Please refer to the mapping document for a more detailed breakdown of where these strands are covered in the Jigsaw program.

[3-11-pshe-progression-map-2021.docx](#)

While most of the Health Education outcomes are taught through the Healthy Me Puzzle (unit) in the second part of the Spring Term, some of the outcomes are taught elsewhere in the program. Emotional and mental health is nurtured through every lesson through the Clam Me time. Social skills are grown every lesson through the Connect Us activity and respect is enhanced through the use of the Jigsaw Charter.

Teaching children about puberty is now a statutory requirement of Health Education and is covered within the 'Changing adolescent body' strand, and in Jigsaw this is part of the Changing Me Puzzle (unit)

British Values

At St John's School we uphold and teach about British Values which are:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

These values are closely associated with our own school Code of Conduct and are taught explicitly through PSHE and SMSC. We also teach British Values through planning and delivering a broad and balanced curriculum. Our pupils learn about rights and

responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society as reflected in our school, as well as the importance of British Values.

How is PSHE taught at St John's?

The organisation of our lessons enables the boys to have access to a wide variety of teachers with expertise and experiences in different aspects of life. Boys from Reception to Year 2 are taught by the same teacher each week, more often than not, their class teacher. In Year 3 and 4 they are taught by either Mr Pawson or Mrs Savage.

From Year 5 upwards, the boys are taught by a variety of all our teaching staff which is managed on a carousel system. The work carried out in PSHE is overseen by the PSHE co-ordinator, Mrs Vanessa McSween. Each class has a 50 minute session each week. Years 3 to 8 follow a scheme called Jigsaw which was introduced in September 2020 to Year 3 and 4 and Years 5 to 8 in September 2021. Pre-Prep follow their own tailor made scheme.

Both schemes also support the 'Personal Development' and 'Behaviour and Attitude' aspects required under the Ofsted Inspection Framework, as well as contributing to the school's Safeguarding and Equality Duties, the Government's British Values Agenda and the SMSC development opportunities for our children.

We use a range of teaching and learning styles by placing an emphasis on active learning. This is achieved by including the boys in discussions, investigations, role play and problem solving activities. We encourage the boys to take part in a range of practical activities that promote active citizenship. For example, charity fundraising, the planning of school special events such as an assembly or Arts Evening, or involvement in an activity to help other individuals or groups less fortunate than themselves. Pupils are encouraged to develop a collaborative approach to learning in addition to their timetabled PSHE lessons, for example by preparing class assemblies, contributing to the school travel plan. Outside of lessons the pupils are given the opportunity to participate in eco initiatives, such as the Green Flag Award and can contribute at various levels to our School Council.

We organise classes in such a way that pupils are able to participate in discussion. We set agreed classroom rules of behaviour, known as the Jigsaw Charter so that each boy feels he can ask questions freely and contribute without judgement. We offer children the opportunity to hear visiting speakers, such as the local councillor, whom we invite into the school to talk about their role in creating a positive and supportive local community.

We understand that PSHE is a broad subject that can cover many wider reaching aspects of life. However, we also recognise that our school community is unique and that our children require specific guidance and experiences. Therefore the choices we have made in the delivery of our curriculum is tailor made and evaluated regularly to try to ensure we are providing our children with the specific education they need.

Jigsaw embeds mindfulness as part of its scheme of work. Each lesson has a part to it entitled 'Calm Me' which allows time to be present in the moment and gives tools for being

mindful in all aspects of life. Part of the lessons are designed with time to think, this is made fun by using Jerrie Cat for PAWS points.

Parents have access to the PSHE curriculum via the Parent Portal of the school website and are welcome to make suggestions as to how it can be improved. This can be done by getting in contact with the PSHE co-ordinator.

Schemes of Work as a Whole-school approach

Pre-Prep PSHE - For more information, [Click here](#)

To view the PSHE carousel for Year 5-8, [click here](#)

For an overview of the Year 3-6 curriculum, [Click here.](#)

For an overview of the Year 7 and 8 Jigsaw Scheme [Click here](#)

The Jigsaw Programme covers all areas of PSHE from Year 3 to 8 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

Principles of Effective PSHE

At St John's, we aspire to follow these principles of effective PSHE as set out by the PSHE Association:

- Start where children and young people are: find out what they already know, understand, are able to do and are able to say.
- Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.
- Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
- Offer a wide variety of teaching and learning styles, with an emphasis on interactive learning and the teacher as facilitator.
- Provide information which is realistic and relevant and which reinforces positive social norms.
- Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
- Recognise that the PSHE programme is one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential.
- Link the programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.
- Our PSHE lessons are linked closely to other subject lessons, assemblies, community activities and fundraising to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.
- We provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

Votes for Schools

In addition to the weekly lessons and assemblies, pupils from Year 3 to 8 are encouraged to take part in our Votes for Schools Program. The questions and slides are selected from the VfS program specifically to suit our children. The weekly question is announced in assembly and in our school newsletter to encourage families to discuss topical issues and debate at home. During the week the boys will be shown a slideshow based on the topic and are encouraged to vote in answer to the question using our voting platform on Google Classroom. The boys can also add comments which are reviewed by the PSHE Co-ordinator. The results of the vote are reported in assembly and in the Lamb and the boys with 'good responses' are announced in assembly and awarded house points.

Use this link for further details: [Votes for Schools website](#)

To access the Google Classroom for Votes for Schools, click the class code:
[Our St Johns Johns Votes for Schools Google Classroom](#)

How do we recognise achievement in this aspect of school life?

Three aspects of assessment help us recognise the impact of the teaching that has taken place in our lessons. Through directed questioning and warm up activities we establish a *baseline* starting point for learning. Assessment *for* Learning is built into the lesson to gauge understanding, adapt teaching, promote and maximise learning. Assessment *of* Learning takes place at the end of the sessions and is built into the Jigsaw scheme so that teachers can monitor the progress made. They are able to feed forward this information to enable future planning. At the end of each session the children complete an evaluation of their understanding and can add TINT comments. (To Improve I Need To)

Economics Education

Money is a topic which is covered by all year groups through the Maths curriculum. In addition to this, they are provided with the following additional sessions.

Year 8 - Boys take part in a Business Enterprise Course which involves building their own business in teams. They are taught how different types of business run and how profit and loss are calculated. They are given insight into how shares are used and how businesses manage cash flow. They are expected to sell their own shares in order to raise cash to buy materials for their business. They learn about marketing strategies and manage time, quantities, and quality of the items they make to sell to the school community. This is a ten-week program.

Year 7 – Play the board game CashFlow, designed by author of Rich Dad, Poor Dad Robert Kiyosaki to explore the mindset of generating money and sustaining lifetime goals. Two lessons.

Year 6 – NatWest Educational Material - ‘How to use a Bank Account’ and ‘Consumer Rights’. Two lessons.

Year 5 – NatWest Educational Material - ‘Planning a Simple Budget’. Two lessons.

Year 4 – Resources from IMLT - ‘How can I pay for things’ which includes learning what debt means. Two lessons.

Year 3 – Resources from IMLT ‘Keeping money safe’. Two lessons.

Moving forward in PSHE

An ever changing and developing subject, PSHE is regularly reviewed. Click the links below to see the development plans.

[PSHCEE Audit Form 2021/22](#)

Mrs V McSween
PSHE Co-ordinator



RSE Policy as part of the PSHE Policy

Review cycle:	Every 2 Years
Last Review Date:	March 2022
Next Review Date:	March 2024
Staff responsible:	Mrs V McSween, Mrs Savage (Deputy Pastoral)
Governor responsible:	Mr P MacDougall

Personal, Social, Health and Economics education, PSHE

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ST JOHN'S NORTHWOOD POLICY FOR RELATIONSHIPS AND SEX EDUCATION

(also referred to as SRE, or RSE)

The school recognizes its responsibility to promote the spiritual, moral, social, cultural and physical development of its pupils. It aims to prepare pupils for the opportunities, responsibilities and experiences of growing children, adolescence and adulthood.

Policy Formation

The policy follows the DfE guidelines published in 2019, as well as 'Sex and Relationships Education (SRE) for the 21st Century, supplementary advice to the Sex and Relationship Guidance of DfEE (0116/2000)'

The policy reflects the aims of our school 'as the boys progress from 3- 13 at St John's they should feel sufficiently self- confident to seize the opportunities to tackle the challenges that lie ahead.'

The value of working with parents is also underpinned by the stated school aim 'create and foster a partnership with boys' families in which parents and carers are valued members of the School community. The School provides good communication with parents and welcomes discussion of all aspects of their sons' progress and welfare. Such communication recognises that parental support is crucial to their son's successful development.

What is Sex and Relationship Education?

Sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. It is firmly rooted within our PSHE framework. Our objective is to support young people through their physical, emotional and moral development. It supports the boys as they move with confidence from childhood through adolescence to adulthood. As with all of the PSHE framework, it plays an important role in supporting pupils to develop the skills and understanding they need to live confident, healthy and independent lives. It will help pupils prepare to deal with difficult moral and social questions.

Pupils are provided with accurate information and given skills to enable them to understand difference and respect to others and for the purpose of preventing and removing prejudice. Boys in Year 7 and 8 learn to understand sexuality, learn the reasons for delaying sexual activity and the benefits that are gained from such a delay, they also learn about obtaining the appropriate advice on sexual health.

There are three main elements to Sex and Relationship Education:

- Attitudes and Values
- Personal and Social Skills
- Knowledge and Understanding

It is about understanding the importance of stable and loving relationships, respect, love and care. It prepares pupils for the changes in puberty and allows them to consider the responsibilities of adulthood. It also teaches about reproduction, at an age appropriate level, but does not promote early sexual activity.

What will the pupils gain from RSE lessons?

For all year groups RSE will;

- Provide easy to understand, unbiased, appropriate and relevant information to the age and maturity of the children
- Provide information on both genders, in order to dispel mysteries and encourage empathy
- Promote the development of confidence in talking, listening and thinking about emotions, friendships and relationships
- Encourage pupils to explore values and clarify values

Scheme of Work

Parents of Prep School children should refer to the Jigsaw Scheme of work which is published on our school website in the parents' portal. A more detailed scheme of work can be viewed by parents by making an appointment with the PSHE lead, Mrs Vanessa McSween.

Younger pupils in Pre-Prep learn that their body belongs to them and that they can say who has access to it. This is a key element in the school's safeguarding policy. They learn about body differences and personal space as well as showing respect in relationships both online and offline.

What will the children actually be taught about puberty and human reproduction?

Jigsaw's 'Changing Me' unit is taught over a period of 6 weeks, in the second half of the summer term. Each year group will be taught material which is appropriate to their age and developmental stage, building on the previous years' learning. At no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home. The question will not be answered to the child or class if it is outside the remit of that year group's programme. A teacher may call a child's parents if they feel they should know about a question which has been asked.

The Changing Me Puzzle is all about coping positively with change and includes:

Ages 7-8 How babies grow and how boys' and girls' bodies change as they grow older. Introduction to puberty and menstruation.

Ages 8-9 Internal and external reproductive body parts. Recap about puberty and menstruation. Conception explained in simple terms.

Ages 9-10 Puberty for boys and girls in more detail including the social and emotional aspects of becoming an adolescent. Conception explained in simple biological terms.

Ages 10-11 Puberty for boys and girls revisited. Understanding conception to the birth of a baby. Becoming a teenager. All lessons are taught using correct terminology, child-friendly language and diagrams

At KS3 In Jigsaw PSHE, students will have the opportunity to learn in RSE:

- About families, long-term relationships like marriage, parenting and their associated laws
- About respectful relationships, including friendships, about trust, stereotypes, bullying, difference, illegal behaviour in relationships and where to find help
- About relationships within the context of the media and online – and most crucially the laws that are there to protect them and others
- About safety in relationships, including what to do if they don't feel safe in a relationship • About intimate and sexual relationships, and their sexual health – and how the choices they make can have a long-term impact
- About the protected characteristics in the Equality Act It is all in the context of the whole PSHE curriculum and underpinned by the value system of the school, i.e. valuing inclusion and respect for each other, and so on.

The emphasis is on changes that students will experience as they grow up: what those changes look and feel like, why they happen and how to manage them positively. The Jigsaw Sex Education Pieces (lessons) aim to give students their entitlement to information about puberty, human reproduction, sexual health and consent, as appropriate to their age and stage of development. It is treated in a matter-of-fact manner to allay embarrassment and fear and includes sources of support and advice.

[\(taken from the Jigsaw PSHE Parent's Guide, for the full document click here\)](#)

[For a more detailed look at the KS2 Changing Me Scheme of Work click here](#)

[For an overview of what is covered in RSE at KS3 \(topics are called 'Relationships' and 'Changing Me'\), click here](#)

SRE is fully integrated into the School Curriculum

In Science lessons, children are taught the suitable and age appropriate biological facts relating to human growth, puberty and reproduction.

At the end of Year Five the boys are taught about the Human Life Cycle. This involves the changes in male and female bodies during adolescence and the anatomy of human reproductive organs. These are taught as well as fertilisation but they are not taught details about sexual intercourse. Menstruation, the development of the baby and the process of birth are also part of the syllabus for common entrance and are taught at this level.

In Year Six the children are taught about cells and their specialisation. Sperm cells and Egg cells are discussed and how they are adapted to their roles. As part of this the process of fertilisation is discussed in detail and the role of the mother and father.

In Year Eight, genetics are discussed which also involves a discussion of the fertilisation process and the bringing together of two sets of genetics.

In Year Eight, the topic of Sexual Reproduction is taught in more detail and comprehensively, the act of sexual intercourse is taught, the issue of having a baby are discussed as well as contraception. STI's are also discussed.

In ICT lessons boys are taught about online safety. They are taught that the internet and social media are important resources for learning and information as well as teaching about the risks and how to stay safe online. Topics such as 'sexting' are addressed.

Organisation and Planning

The PSHE co-ordinator, in consultation with the SLT, is responsible for the RSE syllabus. The compulsory part of RSE is taught through Science lessons. The School is committed to using the most appropriate teaching materials and to providing appropriate training and support to staff.

Teaching Strategies

The School encourages all pupils to be actively involved in learning and pupils are given opportunities to participate in lessons. We strive to encourage the children and young people confidence in talking, listening and thinking about sex and relationships.

As with all of our PSHE lessons, we use mutually agreed ground rules (The Jigsaw Charter) to establish a safe environment for both teacher and pupil. These will be established and reiterated for each RSE lesson.

Questions will be addressed to whole groups and no children will be picked out to answer a question unless they have volunteered.

An 'ask it basket' will be used so that young people can ask a question in confidence and so that a teacher can give the question consideration.

Distancing techniques help to avoid embarrassment and protect privacy. Role play, case studies and invented characters can help children to discuss issues in a de-personalised, safe environment.

Children often ask unexpected and challenging questions. When this happens the ground rules should be referred to. When a question is too personal, a teacher may defer a question by acknowledging it and coming back to it later or may, if a question is too explicit or advanced for a pupil or a whole group may deal with it on an individual basis. The teacher will inform parents about any issue or question that he/she needs to be followed up at home. If a teacher is concerned that a child is concerned that a child is at risk of sexual abuse they should follow the School's Safeguarding policy.

The Shared Role of Teachers and Parents

Our School recognises that parents are the key people in teaching their children about sex and relationships, that they maintain the culture and ethos of a family. They have the important role of helping their children cope with the emotional and physical aspects of

growing up. Parents prepare their children for the challenges and responsibilities that sexual maturity brings.

Children have the right to expect school to be a safe and secure environment and effective RSE lessons can lead to children making a disclosure that may be a child protection issue. The school has a Safeguarding policy in place and teachers cannot offer or guarantee unconditional confidentiality. Only in exceptional circumstances will the school handle information without parental knowledge. We encourage children to talk to their parents. If a teacher has to pass on information to a parent, the child will be informed first and supported as appropriate.

Parents need to know that personal beliefs and attitudes of the teachers are not used to influence the teaching of RSE. Parents have the opportunity to discuss issues with the School and can see the teaching material in more detail should they wish to.

Jigsaw guarantees that its PSHE Programme for primary and secondary meet the statutory requirements for Relationships Education and Health Education at Primary and RSE and Health Education at secondary.

This work sits within the Jigsaw whole-school approach to PSHE which has an emphasis on emotional literacy and mental health.

At St John's School, we believe that children should understand the facts about human reproduction before they leave primary school so they are best informed for Year 7. We define sex education as understanding human reproduction. Some aspects of this are taught through Science, which the children must legally attend. The Science lessons are supported through the work covered in PSHE in which case the parents have a right to withdraw their child from some or all of these sessions.

Sex Education and the Right to Withdraw Students

DfE guidance page 17, para. 45 states:

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

They have the right to withdraw their children from all or part of the SRE curriculum provided at school except those parts included in the science syllabus. The school will make alternative arrangements for pupils in such cases.

St John's and Jigsaw work from the definition that, 'Sex Education: 'Human reproduction and sexual behaviour', including:

- How human reproduction can happen (eg: sexual intercourse, IVF, surrogacy)
- Anatomy and biology
- Reproductive health, choices, rights and responsibilities
- sexual behaviour and sexual health, risks, reasons, rights and responsibilities

Therefore, the DfE statutory expectations highlighted below as core to this definition, and thereby are able to identify Jigsaw Puzzles and lessons in each year group that include this content, i.e. the lessons 'withdrawn' students may need to miss. There are 4 lessons in Year 7 and 4 lessons in Year 8. In the first instance, the PSHE lead will try to talk through the

benefits of attending the classes with their cohort. They will try to work with the parents to see which of the following lessons the child could be possibly be withdrawn from:

Year 4, Lesson 2 (Having a baby) There is a choice of lessons from the Jigsaw scheme to use for this session. We will use Lesson 2a - Alternative

The lesson 3, 'Girls and Puberty' will be omitted from being taught with this year group.

Year 5, Lesson 4 (Conception) Jigsaw advises that this lesson will need 90 minutes.

Year 6, Lesson 3 (Conception, birth) This lesson is a double lesson.

Being Safe (BS)

Year 7 - Changing Me, Lesson 1

Year 8 - Relationships, Lesson 4 & Changing Me, Lesson 5

'the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercions, harassment, rape, domestic abuse, forced marriage, honour based violence and FGM, and how these can affect current and future relationships.

Online and media(OM)

Year 8 - Changing Me, Lesson 4 - 'that specifically sexually explicit material eg: 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.

Intimate and sexual relationships, including sexual health (ISR)

Year 7 - Changing Me, Lesson 3

Year 8 - Changing Me Lesson 5, 6

'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'.

Year 7 - 'Changing Me, Lesson 2

'the facts around pregnancy including miscarriage'

'that there are choices in relation to pregnancy (with medically and legally accurate impartial information on all option, including keeping the baby, adoption, abortion and where to get further help).

Year 7, Changing Me, Lesson 5

'how to get further advice, including how and where to access confidential sexual and reproductive health and treatment.'

Parental Involvement

Parents are encouraged to share their views with the School about the teaching of RSE and where it is considered appropriate this helps to form policy. Parents can access the

information they need through the Parent Portal in the PSHE section. They are informed by letter which is emailed in the Spring Term so that any concerns may be discussed before the SRE lessons are delivered in the Summer Term. There is an opportunity to attend a webinar aimed to inform parents about the RSE curriculum for their son's age group also in the Spring Term. Parents are encouraged to ask questions and share concerns before the lessons are taught.

Parents of Year Reception and Year 1 are sent this letter with regard to PSHE

[PSHE letter to R and Y1 Parents](#)

Parents of Year 2 are sent this letter with regard to RSE [PSHE Letter to Year 2 Parents](#)

Parents of Years 3 to 6 are shared this document with regard to RSE

[rshe-a-guide-for-parents-and-carers-leaflet-2020.pdf](#)

Parents of Year 7 and 8 are shared this document with regard to RSE

[ks3-rshe-info-for-parents-and-carers.pdf](#)

In addition, this information is shared with parents with regard to LGBT+ relationships:

[lgbtq-parent-leaflet-a4-2021.pdf](#)

Monitoring and Review

The Academic Policy Committee of the governing body monitors this policy every two years. 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 (RSE) 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.

Equality

This policy will inform the school's Equalities Plan.

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 St John's School, we promote respect for all and value every individual child. We teach pupils about LGBT (Lesbian, Gay, Bisexual, Transgender) as part of the Jigsaw scheme and this is supported by assemblies and lessons that focus on diversity and equality. We also respect the right of our children, families and staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

For more information about how we approach LGBT relationships in PSHE please see:

📄 [lgbtq-parent-leaflet-a4-2021.pdf](#)

Useful Information

[SEX and Relationships Education \(SRE\) for the 21st Century](#)

[Government guidance on teaching RSE in schools Published 2019 for all schools to follow from Sept 2020](#)