



PSHE and RSE and Health Policy 25-26

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Rationale

Personal, social, health and economic education (PSHE) is a planned programme of learning opportunities and experiences that help pupils and young people grow and develop as individuals and as members of families and of social and economic communities.

PSHE also enables children and young people to reflect upon and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

DFE Guidance for implementation in September 26

We are on our journey of implementing the new DFE guidance for RSE. Jigsaw is updating its subject content in line with the guidance and we are further working the **seven guiding principles** for designing our RSHE curriculum:

1. Engagement with pupils
2. Engagement with parents
3. Positivity (promoting healthy norms and attitudes)
4. Careful sequencing (building knowledge progressively)
5. Relevance and responsiveness (to local issues, emerging risks)
6. Safe and supportive delivery (skilled staff, appropriate training)
7. Evaluation and evidence (monitoring, reviewing)

PSHE and RSE in our school

We deliver the Jigsaw Programme of study. This has been designed as a whole-school approach, allowing consistency across all key stages. Lessons meet statutory RSE requirements, whilst placing an emphasis on mental health and resilience.



Our PSHE curriculum is delivered by our form tutors as this is one of the most trusted relationships that the majority of our pupils have. Where the larger group does not work for some of our pupils, 1-1 sessions are timetabled for identified pupils.

Jigsaw is organised on a half termly basis with 6 key areas in every year group:

Autumn Term 1: Being in my World
Autumn Term 2: Celebrating difference
Spring Term 1: Dreams and Goals
Spring Term 2: Healthy Me
Summer Term 1: Relationships
Summer Term 2: Changing Me

Each Puzzle has a Big Question, encouraging a philosophical approach as well as providing a focus to be reflected upon as the Puzzle progresses, another way to assess learning progress and become aware of how opinions may be changing with added learning.

All the statutory requirements for RSHE are met across the ages 11-16 programme, and Jigsaw PSHE is aligned with the NCFE (Northern Council for Further Education) RSHE Awards, allowing students to gain external accreditation for their work in this subject without creating extra planning for teachers.

6 lessons in each Puzzle

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Each Puzzle has a Puzzle Map showing the overview of the 6 lessons with their Learning Intentions and 6 lessons (Pieces) comprising:

- a one-page lesson plan overview
- a slide show with teacher notes and student activities

What does Jigsaw 11-16 cover?

Jigsaw's spiral curriculum covers:

- all the outcomes in the DfE statutory Relationships, Sex and Health Education guidance (England 2019)
- all the outcomes in the PSHE Association Programmes of Study (2020)

all set within an inclusive, comprehensive and holistic whole-school PSHE/HWB Programme across regions.

Mapping grids showing where and how these outcomes are built in are built into each Puzzle and available from the Community Area, including a snapshot summary of the content of each Puzzle.

Further to this, Jigsaw has a strong safeguarding thread running throughout and a clear focus on positive mental health and respect for self. The mindfulness practice is a key aspect of this.

Jigsaw does not skirt around the issues young people need to know about in order to keep themselves safe and make well-informed choices. Some issues could be considered sensitive, so teachers need to know their students as well as possible and be vigilant to signs of anyone needing pastoral support should any of the lessons be particularly pertinent or raw for anyone.

The Jigsaw Charter, a set of ground rules, is established at the beginning of the programme and reinforced at the beginning of every lesson to help create and maintain a safe learning environment.

Fundamentally, this is created by the nature of the relationship the teacher can build with the students. This can be challenging but is essential if students are to gain as much from the lessons as possible.

Every lesson focuses on 2 learning intentions: one that reflects PSHE knowledge and skills and the second intention covers social skills/emotional literacy focus.

Our PSHE curriculum at Stone Lodge shapes students to be confident and successful, increasing their capacity to learn and preparing them for the challenges of the modern world. Students are given opportunities to develop their emotional intelligence and life skills and the ability to address socio-cultural and socio-economic challenges as global citizens.

The Jigsaw programme has a strong focus on developing personal attributes in a structured, age-appropriate and developmental way. Mindfulness philosophy underpins the programme and mindfulness practice is built into every lesson, aiming to support self-regulation, self-awareness and stress management.

PSHE and RSE- Parents

As per the DfE guidance for RSE, we ensure we have parent consent to deliver sex education to our pupils. We further support parents/carers and our staff with the age-appropriate subject knowledge for sex education. As shown below. This also supports our staff with their safeguarding knowledge. This is sent out annually.

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Sex Education

Here is how sex education is progressively taught at Stone Lodge.
We follow the Jigsaw scheme <https://jigsawpshe.online/>

This follows the statutory DFE guidance RSE
https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships_education_relationships_and_sex_education_and_health_education_-_statutory_guidance.pdf (please note that this guidance has just been recently revised and the changes will be in place by September 2026)

Year 7	• Changing Me ○ Anatomy (basic reproductive biology) ○ Puberty changes (physical and emotional) ○ Possibly conception basics – how reproduction happens • Relationships and Healthy Me ○ Friendships, respect, boundaries, trust, online safety ○ Respect for body, hygiene, personal space					
Year 8	• Relationships ○ Respectful relationships, consent basics, peer pressure ○ LGBTQ+ inclusion • Changing Me ○ Deeper puberty/emotional changes ○ Basic reproduction, possibly introducing conception or contraception elements					
Year 9	• Relationships ○ Intimate/romantic relationships, attraction, healthy vs unhealthy dynamics ○ Consent, sexual exploitation, peer-on-peer abuse, pornography, stereotypes • Changing Me ○ Contraception basics, STI awareness, reproductive choices					
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Year 10	• Relationships continues to cover: ○ Power and control, coercive relationships, consent in depth, risky behaviours • Healthy Me includes sexual health elements: ○ STIs, sexual hygiene, maybe self-examination (if age-appropriate) • Changing Me lessons may revisit reproduction (IVF, surrogacy), rights and responsibilities in sexual relationships
Year 11	• Relationships addresses advanced issues: ○ Domestic abuse, arranged/forced marriage, honour-based violence, legal context of relationships ○ Consent, pornography, sexting, online risks • Healthy Me focuses on: ○ Sexual health specifics: STIs, contraception, fertility, pressure to have sex ○ Sexual pressure, pregnancy myths, hygiene, first aid for sexual risk situations • Changing Me ○ Pregnancy choices (abortion, adoption, keeping a baby), parenting, consequences, emotional readiness, future relationships

Personalised learning for PSHE

There are times when staff feel that pupils need particular 1-1 PSHE on areas linked to safeguarding or highlighted gaps in understanding. Where this necessary, particular lessons and contents are talked through with SLT and delivered to the pupil in 1-1 sessions.

Equal Opportunities

Stone Lodge Therapeutic School complies with the Equality Act 2010. We promote the needs and interest of all pupils irrespective of gender, culture, ability or aptitude. Teaching strategies will take into account the ability, age, readiness and cultural backgrounds of the pupils to ensure that all can access the full PSHE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is a good vehicle for addressing both multi-cultural and gender issues and ensuring

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equal opportunities for all.

Monitoring and evaluation

Pupil engagement and understanding is recorded weekly by our tutors. This ensures that work that if pupils miss learning, this is identified and re-covered.

At the end of each unit, pupils are assessed against the outcomes on Earwig. Pupils are assessed as entering, developing and secure against the assessment outcomes.

Confidentiality

Due to the nature of the topics covered in the PSHE programme, all teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners. Through all key stages, we use summative and formative assessment. Through all lessons, we use many teaching strategies that are appropriate for each pupil.

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