

PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE) EDUCATION & RELATIONSHIP AND SEX EDUCATION (RSE) POLICY

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1. Purpose

- 1.1 Under the 'The Education (Independent School Standards) Regulations 2014', it is compulsory for independent schools to provide Personal, Social, Health and Economic education.
- 1.2 The Relationship 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, made Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education from September 2020.
- 1.3 The purpose of this policy is to:
 - Provide information to pupils, staff and parents on Jigsaw's PSHE and RSE provision
 - Define and identify our aims and objectives for PSHE & RSE
 - Outline what we teach and approaches we use

2. Definitions

- 2.1 'The school', 'Jigsaw' and 'Jigsaw School' means Jigsaw CABAS® School
- 2.2 CABAS® is an acronym for Comprehensive Application of Behaviour Analysis to Schooling.
- 2.3 PSHE in PSHE education is an acronym for Personal, Social, Health and Economic
- 2.4 RSE is an acronym for Relationship & Sex Education
- 2.5 ELSA is an acronym for Emotional Literacy Support Assistance
- 2.6 SMSC is an acronym for Social, Moral, Spiritual and Cultural

3. Scope

- 3.1 This policy was produced in consultation with parents, staff, governors and pupils. The policy applies to all pupils, parents and staff at Jigsaw CABAS School and is closely linked to other policies, notably: Quality of Education, Careers Education and Guidance, Behaviour Management, Anti-Bullying and Safeguarding and Child Protection, Online Safety, Personal and Intimate Care and SMSC & British Values.
- 3.2 The policy is available to parents, staff and governors on the school's website. Additionally, staff can also access the policy from Jigsaw's Home Page (common drive). A printed copy can be requested via the school's administration team.

4. Parents Right to Withdraw

- 4.1 Parents/carers have the right to request that their child be withdrawn from some or all aspects of the sex education delivered as part of statutory RSE up until the third term before their child's 16th birthday. There is no right to withdraw from Relationships Education or the aspect of sex education that fall under the National Curriculum for science.

- 4.2 Any parent wishing to withdraw their child from RSE should contact the Director of Education in writing (*see Appendix 2*), who will arrange a meeting to discuss the concerns of parents/carers. RSE is a vital part of the school curriculum and supports child development. We strongly urge parents to carefully consider their decision before withdrawing their child from this aspect of school life. However, it is acknowledged that the final decision on the issue is for the parent to take.
- 4.3 Parents are made aware of their right to withdraw their child from some or all of sex education delivered as part of statutory RSE at the initial parent meeting, through the parent information pack, parent education sessions and this policy.

5. Safeguarding and Confidentiality

- 5.1 We provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home.
- 5.2 It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to a pupil reporting something of a concern. If this is the case, staff should follow the school's Safeguarding and Child Protection policy & procedures. If a pupil reports a concern, it will be explained that staff have a responsibility to share information with those adults who will be able to help protect them from harm. Staff will not share information given in confidence outside the appropriate professional context.
- 5.3 Pupils with special educational needs are more vulnerable to exploitation and less able to protect themselves from harmful influences. Child Sexual Exploitation, or CSE, is a form of sexual abuse which sees children/young people being manipulated or coerced into sexual activity for receiving 'something' such as; gifts, money, food, attention, somewhere to stay etc. Technology is very often used to groom victims. This may occur through social networking sites and mobile phones with internet access.
- 5.4 As pupils spend more and more time accessing internet enabled devices, emphasis at Jigsaw is also placed on teaching pupils to recognise ways they could put themselves at risk through the use of technology and how to stay safe while online. If staff have concerns regarding any of our pupils, they should seek support from the Designated Safeguarding Lead (DSL) and follow the school's Safeguarding and Child Protection Policy & Procedures and Online Safety Policy and Procedures.

6. Aims and Objectives

- 6.1 The school's PSHE Education & RSE curriculum supports the primary objective of the school to improve the lives of autistic children and young adults through the provision of high quality, accessible, educational, vocational and well-being services.
- 6.2 In our school we take the approach that Relationships and Sex Education are best approached in an integrated way. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to

nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.

- 6.3 PSHE education is about teaching pupils the knowledge and skills they will need to safely and effectively engage with the world around them. We aim to maximise each pupil's potential for independence, considering their individual needs and abilities, and to help them develop effective relationships, assume greater personal responsibility, cope with changes at puberty, make healthy life choices and manage personal safety. Pupils are also introduced to the wider world, including the world of work, economics and politics to enable them to make an active contribution to their community and society as a whole.
- 6.4 Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships.
- 6.5 Jigsaw's PSHE & RSE provision aims to:
- support pupils to develop socially, morally, emotionally, physically and mentally
 - prepare pupils for transitions and the opportunities, responsibilities and experiences of the next stages of education and adult life
 - develop pupils' independence to carry out routines and activities linked to personal care and daily living
 - support pupils to develop self-awareness, self-confidence and self-esteem especially in their relationships with others
 - promote and teach behaviours to build positive and respectful relationships
 - develop pupils' understanding of feelings and emotions of their own and others and teach pupils the necessary self-management skills to co- and self-regulate their emotions, feelings and behaviours
 - ensure that pupils can protect and keep themselves safe at school, home, in the community and online; and know who to ask for help and support
 - encourage pupils to respect their own and other people's decisions, rights and bodies
 - develop pupils' understanding that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other contact
 - develop pupils' awareness of consent and the importance of permission-seeking and giving in relationships with friends, peers and adults
 - encourage the development of communication and decision-making skills so pupils can express their needs, wants, wishes confidently and effectively
 - build tolerance and resilience
 - develop pupils' understanding of equality, and that everyone is unique and equal

- develop pupil's understanding of their changing bodies and the process of growing up and give accurate information about puberty, reproduction and contraception
- give opportunities to explore ideas about family, marriage, parenting and the ways in which people care for each other, and the benefits of stable relationships.

7. Curriculum

- 7.1 Many of the aspects covered within our Personal, Social, Health and Economic Education (PSHE) Curriculum will be naturally occurring elements of everyday life and our aim is to build upon pupils' existing experiences, skills, knowledge and understanding to ensure they can live as independently and safely as possible.
- 7.2 The curriculum considers unique family circumstances, celebrates the rich varieties of family units of which our pupils may be part. Such units may include single parent families, LGBTQ+ parents, families headed by grandparents, foster and adoptive parents and traveller families. We also ensure sensitivity towards children who may have a different structure of support around them, for example, looked after children or young carers.
- 7.3 The PSHE curriculum offers both explicit and implicit learning opportunities and experiences which reflect each pupil's increasing independence and physical and social awareness as they move through the school, building on skills previously learned. Although the many aspects of PSHE are developed throughout each pupil's time at school, emphasis on particular teaching areas will shift depending on the ages, development, needs and interests of individual pupils.
- 7.4 It is important to note that all personal and social skills are very closely related and the skills taught under the various areas of PSHE Education often overlap.
- 7.5 The curriculum will be individualised for each pupil, taking into account of their age, development, abilities, needs and interests.
- 7.6 The PSHE curriculum at Jigsaw includes the following areas:
- Personal Care – including personal hygiene, toilet training, feeding & dressing
 - Personal Safety – including road safety, stranger awareness, safety in the natural environment & community, safety in the home, basic first aid and emergency services, online safety & responsible use of mobile technologies and personal security
 - Self-Management – including school self-sufficiency and appropriate school interactions
 - Healthy Living – including healthy eating, exercise, maintaining good mental health & emotional wellbeing, use and benefits of health services, awareness of the dangers of smoking, alcohol and drugs and disease prevention
 - Relationship & Sex Education – including our bodies, gender concepts & growing up, our feelings & emotions, family, friendships, online relationships, consent, sexual health and contraception
 - Independent Living & Home Management – including meal preparation and cooking, cleaning, making bed, laundry and ironing

- Citizenship – including interpersonal skills, self-advocacy, using community resources and democracy, justice & the political system
- Careers Education & World of Work – including occupations, work-related skills, work experience and economic education

7.7 Teaching of these areas may take place in a 1:1, paired or small group setting. The curriculum content draws on various sources, with the main ones being:

- Early Learner Curriculum and Achievement Record (ELCAR)
- Essential for Living
- The PSHE Association – PSHE Framework and SEND Framework
- Sex Education Forum
- Relationships Education and Relationships, Sex and Health Education - DfE guidance
- Development Matters
- National Curriculum

8. Individualised Learning Plans

- 8.1 All pupils have an individualised learning plan which outline their individualised long-term objectives and their next steps. Long-term objectives in PSHE and RSE are selected based on the pupil's age, ability, needs and interests and many of the objectives will cross over to other areas of the curriculum. For example, teaching pupils about online safety will cross over to computing and ICT and teaching pupils about the importance of exercise will link to physical education.
- 8.2 Pupils for whom it is appropriate to follow the RSE curriculum in greater depth, will do so on a 1:1 basis with a familiar adult.

9. Topic (KS1 to KS4)

- 9.1 Pupil's individualised curriculum is supported by half-termly topic activities. The themes are arranged across a 3-year rolling plan, with some themes being revisited across the years. Topic sessions are run weekly in each class and pupils can access the activities in 1:1, paired or small group settings.
- 9.2 Our Topic curriculum is based upon The PSHE Association's SEND Framework which is fully updated to incorporate all mandatory aspects of Relationships, Sex and Health Education and Mental Health modules.
- 9.3 The half termly themes include:
- New Beginnings
 - All About Me
 - My Relationships
 - My Safety
 - My Body

- My Feelings & Emotions
- Growing Up & My Changing Body
- Healthy Living
- My Independence, Rights & Responsibilities
- My Aspirations
- Out & About in the Community
- Holidays

10. Zones of Regulation

10.1 Zones of regulation are embedded into the individualised curriculum of pupils throughout the school day. Zones of regulation is a systematic, cognitive-behavioural approach used to teach pupils how to regulate their feelings, energy and sensory needs in order to meet the demands of the environment around them and be successful socially. Pupils learn to monitor and identify their own feelings and emotions and associate these with one of the four colour-coded zones. A number of individualised strategies are identified within each zone to help pupils manage their feelings and emotions. For example, feelings and emotions in the blue zone include sad, tired and bored and the associated strategies for a pupil may include doing some stretches, going for a walk or taking a break.

11. ELSA

- 11.1 ELSA sessions are designed to support the emotional needs and wellbeing of pupils. It achieves this by the ELSA practitioner developing and delivering individualised support programmes to meet the emotional needs of the pupil. The practitioner is supported by on-going professional supervision to help maintain high quality in the work undertaken by ELSAs, thereby helping to ensure safe practice for ELSAs and pupils alike.
- 11.2 The ELSA provision is delivered in one of two ways:
- Classroom observations by trained ELSA practitioners followed by written recommendations that can be embedded within the pupil's individualised curriculum and delivered by the class team, and
 - 6 weekly block of direct sessions with a trained ELSA practitioner.
- 11.3 The strategies used during our ELSA sessions include the Zones of Regulation framework, social stories, visual schedules, breaking down a complex task into smaller steps, etc. These strategies are also implemented across the school as part of everyday teaching.
- 11.4 ELSA sessions are tailored to each pupil's needs and may focus on areas such as self-esteem, team building, friendships, social skills, anger management and/ or understanding emotions, etc.

12. Cross-Curricular Links

- 12.1 The teaching of PSHE & RSE crosses over to other areas of the curriculum, including:
- 12.2 Science - Pupils learn the names of different body parts, organs and about life cycles. They learn about how our bodies change as we grow older.
- 12.3 Physical Education (PE) - Pupils learn about the importance of regular exercise to support their physical and mental health and general wellbeing. They observe what happens to their bodies when they exercise i.e. increased heart rate, faster breathing. Pupils take on challenges, experience success and the impact of exercise on their wellbeing. To promote PSHE through PE, there are weekly on-site PE lessons focusing on a different theme each half term and weekly yoga and dance sessions. Opportunities throughout each pupil's time at Jigsaw are also provided for off-site PE activities such as swimming and horse-riding. Pupils in key stages 3 and 4 and Sixth Form have access to an on-site gym. During break and play times, pupils are encouraged to exercise and play outdoor games together.
- 12.4 Computing & ICT: Pupils learn about using technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies and ways to report their concerns and recognise acceptable/unacceptable behaviour. Learning animation and coding develops pupils' problem-solving skills and also their creativity. Computing skills and using digital technology devices support pupils' independence, communication skills and provide transferable skills to the workplace.
- 12.5 Food Technology/Meal Preparation & Cooking: In food technology lessons, pupils learn about how to use appliances and equipment safely, the importance of hygiene, storing food safely and in general how to keep safe in the kitchen. They learn about healthy food choices and how eating a balanced diet contributes to a healthy lifestyle. They develop their cooking and daily living skills such as washing up/using a dishwasher. They learn about different dietary requirements and also the food of other cultures. They explore packaging for recycling and also develop their understanding of the traffic light system on packaging.
- 12.6 Creative Arts: Pupils learn to engage in different creative activities such as colouring, drawing, pottery or painting. Pupils have the opportunity to explore and use a variety of media, tools and equipment. Engagement in creative activities may lead to hobbies and interests for some pupils. Pupils experience a sense of enjoyment, achievement and success which contributes to the development of self-esteem and self-confidence

13. PSHE & Wider School Curriculum

- 13.1 Pupils participate in weekly class assemblies. The assembly themes are designed to enrich and extend pupils' learning and support pupils' overall personal and social development. There are specific themes that are directly linked to the PSHE & RSE curriculum such as celebrating World Family Day and learning about summer safety. Pupils have an opportunity to engage with their peers positively e.g. take turns,

share resources, celebrate each other's achievements. Assemblies also promote respectful relationships and a sense of belonging (Jigsaw as a community) and offer opportunities for reflection.

- 13.2 The school's curriculum incorporates themed weeks & events that provide additional opportunities to reinforce the PSHE & RSE curriculum. For example, during First Aid Week, pupils learn basic first aid skills and about emergency services; during Careers Week they learn about the different jobs people do and get to meet people from different occupations.
- 13.3 Pupils are offered opportunities for visits to the community for different purposes throughout their time at Jigsaw including PE and leisure activities, using shopping and eating out facilities and visiting arts venues.

14. Early Years

- 14.1 Pupils' curriculum in Reception Year focuses on establishing school routines and getting pupils ready for learning. There will be an emphasis on developing communication and appropriate social interaction skills and expanding their community of reinforcers and play skills. Pupils learn to play co-operatively, take turns and share activities and adult's attention with others.

15. PSHE/RSE and Sixth Form

- 15.1 Although the statutory requirements do not apply to sixth form provisions, Jigsaw will continue to support pupils by offering these subjects. This is in line with DfE recommendations alongside our mission to improve the lives of our pupils so that they can live happy, safe and fulfilling lives.
- 15.2 More detailed information on the school's sixth form provision is available on the school's website.

16. Creating a Safe Learning Environment

- 16.1 It is important that RSE lessons are taught in a safe learning environment underpinned by a climate of openness and trust. Before teaching about certain issues and topics like consent, clear 'ground rules' will be established and the concepts of anonymity and confidentiality covered at the start of the lesson. The 'ground rules' will be agreed with pupils and revisited frequently to reinforce these.
- 16.2 When teaching RSE the following 'ground rules' can be used as guidelines and adapted to the needs of pupils:
- We will be open and honest but not discuss our own or other's personal /private lives directly
 - We will discuss general situations as examples but will not use names and descriptions which could identify anyone
 - We will not put anyone on the spot
 - It is ok to disagree with another person's point of view but we will not judge or make fun of others or put anyone down

- Taking part is important, however, we have the right to pass on answering a question or participating in an activity
- We will not make any assumptions about people's values, attitudes, behaviours, life experiences or feelings
- We will listen to other's point of view and expect to be listened to
- We will use the correct terms for the things we discuss rather than slang terms; if we are not unsure what the correct term is, we will ask our teacher
- We will not ask questions to deliberately try to embarrass anyone else. If you do not want to ask your question in a group, you can speak to a teacher later.
- If we need further help or advice, we can seek out a teacher or talk to our parents

17. Parental Involvement

17.1 Parents are the first teachers of their children and have a pivotal role in guiding and teaching their children about all aspects of relationships. Parents have a significant influence in enabling their children to grow and mature and to form healthy relationships.

17.2 All schools should work closely with parents when planning and delivering PSHE & RSE. Parents should be given every opportunity to understand the purpose and content of this subject. With this in mind, Jigsaw will provide the following for all parents:

- A parent education session, offered biannually, on the school's PSHE & RSE policy & provision, including:
 - Aims and objectives for teaching PSHE & RSE
 - Government guidelines, and the law around which aspects of these subject areas parents can choose to withdraw their children from
 - Implementation and curriculum content
 - How specific topics in PSHE and RSE are taught and the resources used in our setting
- Parent education sessions/workshops on specific topics and issues such as puberty and its associated challenges
- The opportunity to request that their child can be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Such discussions will be documented. Parents are not able to withdraw their children from any part of the science curriculum.
- Annual and progress reviews where parents can discuss and provide input regarding the individualised learning objectives planned for their child
- Information on school-wide curriculum in weekly newsletters

- Annual parent surveys where parents have the opportunity to provide feedback to school leadership on different aspects of their child's education
- Daily communication between school and parents to inform them about their child's learning and school day, activities and events their child has taken part in

18. Working with external agencies

18.1 Working with external organisations can enhance delivery of PSHE Education & RSE, bringing in specialist knowledge and different ways of engaging with young people. Where appropriate, external visitors from outside school may be invited to contribute their expertise to the delivery of PSHE & RSE. The school will:

- Check the credentials of visitors or visiting organisations
- Ensure external speakers, visitors are accompanied and supervised at all times
- Review the lesson plan, content, materials and resources prior to visits
- Ensure that the teaching delivered fits in with the school's planned programme and policy
- Discuss delivery of sessions with invited visitors to ensure the planned activities align with the school's programme and meet the needs of pupils
- Explain how confidentiality will work during the visit and how safeguarding reports are dealt with in line with school policy

19. Staff Training

19.1 All teaching staff will receive training in teaching of PSHE and RSE. Training will be provided by senior staff at the school, and will cover:

- The School's PSHE & RSE policy
- The law around teaching Relationships and Sex Education
- The aims and objectives for teaching PSHE & RSE
- An outline of the implementation and curriculum content
- How to manage difficult, sensitive or private questions from pupils
- Use of materials and resources

19.2 Additionally, staff receive training on how to best support a pupil who may have sensitive / private questions. The aim will be to help the pupil receive the correct information rather than to seek out less reliable or safe sources such as the internet, peers or unsuitable adults. Where staff do not feel confident answering such questions, they may wish to put the question to one side and seek advice from the PSHE & RSE Working Group. Please refer to Appendix 1 for advice on dealing with difficult questions.

19.3 Staff receive regular safeguarding training, which covers where and who to report concerns raised by staff and also how to respond to concerns reported by pupils. For information see the school's Safeguarding and Child Protection Policy and Procedure.

- 19.4 Training will be provided in a variety of ways, including but not restricted to:
- Induction training
 - Inset day training session
 - Staff meeting updates
 - Class meeting updates and discussions
 - Teaching and Learning observation feedback
 - Teacher Performance Rate and Accuracy observation feedback
 - Guides, presentations, leaflets on topics
- 19.5 Full training will be repeated to all staff in line with this policy review schedule once every two years. Shorter training and updates will be provided on an ongoing basis by senior teaching staff. All teaching staff are expected to read this policy during their probationary period.
- 19.6 On occasions, there will be additional staff training from external professionals and senior staff responsible for PSHE & RSE may also complete external courses to ensure they are kept up to date with developments in PSHE Education.

20. Monitoring

- 20.1 Our aim is to provide RSE that is relevant and tailored to meet the individual needs of our pupils, depending on their age and stage of personal development. For this reason, we review each pupil's PSHE & RSE curriculum twice a year as part of the progress and annual review cycle. Parents will be informed of any revisions to the school policy or PSHE & RSE curriculum.
- 20.2 The teaching of RSE is monitored by:
- Long-, medium- and short-term planning
 - Teacher Performance Rate and Accuracy observations
 - Teaching and learning observations
 - Progress towards Individualised Learning Plan targets
 - Lesson evaluations
- 20.3 Evaluations are kept of PSHE & RSE activities when these are a part of topic or other group sessions. Where individual objectives are in place the lead teachers and supervisors work together to monitor progress. The School Management Team monitor and review the provision of PSHE & RSE school-wide and for individual pupils by contributing to Individual Learning Plans and making recommendations as necessary.
- 20.4 The school has a PSHE & RSE Working Group consisting of key staff from safeguarding and teaching teams who work closely to develop the school-wide curriculum and agree on strategies and resources to be used as part of lessons.

- 20.5 The working group aims to meet regularly (at least half termly) to share ideas across the school around teaching this subject and any resources that have been especially helpful. Representatives for the working group are sourced from classes across the school.
- 20.6 Governors at Jigsaw work in monitoring pairs. The link governors for PSHE & RSE are the governors with responsibility for Personal Development under the Education Inspection Framework (EIF). The school's PSHE & RSE provision is reviewed as part of their monitoring visits.
- 20.7 The impact of our PSHE & RSE provision is evaluated by:
- Pupil progress data such as long-term objectives and EHCP outcomes and targets met by pupils
 - Parent feedback
 - Pupil accreditation in entry level qualifications linked to Life & Living Skills and an award linked to Preparing for Adulthood outcomes

21. Policy Review

- 21.1 This policy will be reviewed at least every two years by the school management team and governors and will be updated as necessary to reflect best practice and to ensure compliance with any changes or amendments to relevant legislation.
- 21.2 This policy was last reviewed in April 2023.

22. Version History

No.	Date	Amendment
2.1	April 2022	Policy overhaul, new format
2.2	June 2023	Further amendments following governor feedback to improve clarity.

23. Related Legislation & Guidance

Document	Location

24. Related Internal Documentation

Document	Electronic Copy Location
Quality of Education	Home page (common drive) / POLICIES / School
Careers Education and Guidance	Home page (common drive) / POLICIES / School
Behaviour Management	Home page (common drive) / POLICIES / School
Anti-Bullying	Home page (common drive) / POLICIES / School
Safeguarding and Child Protection	Home page (common drive) / POLICIES / School
Online Safety	Home page (common drive) / POLICIES / School
Personal and Intimate Care	Home page (common drive) / POLICIES / School
SMSC & British Values	Home page (common drive) / POLICIES / School

25. APPENDIX 1 - Approaches to Dealing with Difficult Questions, Issues or Inappropriate Behaviours linked to RSE

The bellow points provide guidance to staff on how to approach difficult/challenging questions:

- Use a matter of fact approach and voice
- Remain calm and do not become 'jokey'
- Be consistent e.g. in your use of language and key messages
- Recognise the importance of being age appropriate
- Find an appropriate, if necessary private, space to respond to a pupil
- Focus on answering the question asked/raised
- Clarify what the pupil is asking if that is not clear, and check that the pupil feels that their question has been answered.
- Remind pupils they can discuss personal questions or tell you things after the lesson if that feels more appropriate
- Be clear about limits on confidentiality and respect pupil's privacy
- You can take time to give an answer e.g. 'Let me have a think about that and we'll talk about it later'
- Try not to discuss the issue using yourself or a member of your family as an example. Use distancing techniques e.g. 'This body change happens to most girls when they grow up' and/or remind pupil of the ground rules.
- Discuss issues with colleagues if you need support. It's OK to ask for help to deal with an RSE issue or behaviour and discussion with colleagues helps ensure consistent approaches
- Ensure your response is in line with the school RSE policy
- Be aware of the safeguarding policy and procedure if the issue raises such concerns