



## 1. Intent

At Priory, our aim is that children will develop knowledge that will last a lifetime, along with strong skills to prepare them for the world, enabling them to lead a successful life and make a positive contribution to their community.

Our children are provided with a well taught, knowledge rich curriculum. The basis of this is full implementation of the National Curriculum ensuring breadth, balance and clear progression. Our expectations are high for all pupils: we never narrow our curriculum or deny any pupils the key knowledge taught to the class, unless it is absolutely in their best interest due to a significant learning need.

We carefully consider our children and community to ensure our curriculum is bespoke to their needs. Any purchased schemes are also carefully considered and adjusted to match need. As a Rights Respecting School, where possible in lessons, links are made to the rights of the child. Opportunities to promote British Values, SMSC and our equality objectives are incorporated across the Curriculum. Teachers have strong subject knowledge and learning is clearly sequenced over terms, years and throughout the school to ensure knowledge is learnt and embedded.

## 2. Rationale

At Priory, we aim to enable children to understand and respect our common humanity, diversity and differences so that they can go on to form the effective and fulfilling relationships which are an essential part of life and learning. Our teaching provides children with the opportunity to develop the personal skills needed to establish and maintain healthy relationships which encompass responsible and informed decisions about their health and well-being.

Relationships Education (RE) 'is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999).

"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 Education compulsory for all pupils receiving primary 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). At Priory, we include the statutory Relationships Education within our whole-school PSHE programme. The updated Department for Education guidance (2019) can be accessed in full online: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships\\_Education\\_\\_Relationships\\_and\\_Sex\\_Education\\_\\_RSE\\_\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf)

"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...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."

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“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

Effective RE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

RE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

*"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights."*

Report to the UN General Assembly - July 2010 | Item 69, paragraph 18.

RE plays a very important part in fulfilling the statutory duties all schools have to meet. RE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

- Relationships Education is an important part of PSHE Education (DfE, 2014).
- The 2018 SIAMS schedule for inspection also states in the section on ‘Dignity and Respect’ that from 2019, schools should offer “appropriate and coherent relationships education that reflects the school’s Christian vision and supports pupils to form healthy relationships” (SIAMS 2018). The Relationships Puzzle clearly puts the health of all relationships as the most important factor, particularly the relationships with, and respect for, yourself.
- The government guidance on RE (DfEE, 2000) emphasises the importance of schools working in partnership with parents and carers. Parents/carers have a legal right to see the school RE policy (Education Act, 1996) which is accessible via the Priory website. Parents/carers should also be aware that schools are legally required to provide a broad and balanced curriculum and we encourage parents to support their child in discussing age-appropriate RE at home where beneficial.

Parents are made aware of Piece titles within half-termly newsletters and are welcome to discuss RE with their child’s Class Teacher, the PSHE Subject Co-ordinator and/or Head Teacher.

Parents/carers have the right to withdraw their children from all or part of the Relationships Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited to see their child’s Class Teacher, RE Co-ordinator and/or Head Teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RE programme until the request for withdrawal has been removed.

### 3. Aims and Objectives

The Jigsaw RE curriculum aims to:

- Promote pupils’ confidence, self-respect and self-esteem.
- Foster positive, caring relationships within the school and between others in the wider community.
- Provide a curriculum that will enable pupils to learn and develop confidence in their own ability and self-image.

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- Ensure pupils are motivated and interested in learning by providing real life opportunities and experiences.
- Develop pupils' communication skills when talking about sensitive issues, and know where to get help and advice.
- Develop pupils' risk assessment skills in decision making.
- Develop pupils' assertiveness and the ability to say 'no' appropriately.
- Teach pupils' different stages of development and provide accurate information about sexual development.
- Promote respect and tolerance for difference and diversity.

#### 4. Teaching and Learning

The sex education contained in National Curriculum Science (Key Stages 1 and 2) is compulsory in maintained schools. All state-funded schools must have 'due regard' to the Secretary of State's guidance on RE (DfEE, 2000). This states that:

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13).
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16).

The grid below shows specific RE Jigsaw Pieces for each year group in the 'Changing Me' Puzzle which is taught during the Summer Term.

Year	Relationships Education Overviews
<b>EYFS</b>	<p><b>Piece 1: My body:</b> Teach me to be kind towards my peers and grown-ups. Teach me to start conversations with my friends and grown-ups. Teach me to label body parts. Key vocabulary: Body parts, Face, Chest, Leg, Stomach, Arm, Mouth, Ear, Knee, Finger, Foot, Nose.</p> <p><b>Piece 2: Respecting my body:</b> Teach me to talk openly about my own needs, wants, interests and opinions. Teach me to talk about myself in a good way and talk about what I can do. Teach me to make healthy choices. Key vocabulary: Fit, Healthy, Body, Foods, Exercise.</p> <p><b>Piece 3: Growing up:</b> Teach me to talk about things I have seen and done. Teach me to show love and concern for people who are special to me. Teach me about changes I face as I grow up. Key vocabulary: Growing up, Changes, Babies, Children, Needs, Differences.</p> <p><b>Piece 4: Growth and change:</b> Teach me to say and talk about what I know about growing up. Teach me to ask questions about growing up. Key vocabulary: Change, Grown, Seeds, Same, Care, Develop.</p> <p><b>Piece 5: Fun and fears:</b> Teach me to start conversations, listen and respond to what others say. Teach me to be aware of my friends' needs and feelings. Teach me to talk about what I am excited/worried about when moving to a new year group. Key vocabulary: Excited, Worried, Feelings, School.</p> <p><b>Piece 6: Celebration:</b> Teach me to talk about things I have seen and done. Teach me to share my own experiences by reflecting on the school year. Key vocabulary: Memories, Reflect, Achievements.</p>
<b>Year 1</b>	<p><b>Piece 1: Life cycles:</b> Teach me to start to understand the life cycles of animals and humans. Teach me to understand that changes happen as we grow and that this is ok. Key vocabulary: Changes, Life cycles, Baby, Adulthood.</p> <p><b>Piece 2: Changing me:</b> Teach me to talk about some things about me that have changed and some things about me that have stayed the same. Teach me to know</p>

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	<p>that some changes are ok and that sometimes they will happen whether I want them to or not. Key vocabulary: Change, Life cycle, Baby, Adult, Grown up.</p> <p><b>Piece 3: My changing body:</b> Teach me to know how my body has changed since I was a baby. Teach me to understand that growing up is natural and that everybody grows at different rates. Key vocabulary: Baby, Growing up, Adult, Mature, Change.</p> <p><b>Piece 4: Boys' and girls' bodies:</b> Teach me to identify the parts of the body that make boys different to girls and use the correct names for these: penis and vagina. Teach me to respect my body and understand which parts are private. Key vocabulary: Female, Male, Vagina, Penis.</p> <p><b>Piece 5: Learning and growing:</b> Teach me to understand that every time I learn something new I change a little bit. Teach me to enjoy learning new things. Key vocabulary: Learn, New, Grow, Change.</p> <p><b>Piece 6: Coping with changes:</b> Teach me to talk about changes that have happened in my life. Teach me to know some ways to cope with changes. Key vocabulary: Change, Feelings, Anxious, Worried, Excited, Coping.</p>
<p><b>Year 2</b></p>	<p><b>Piece 1: Life cycles in nature:</b> Teach me to recognise cycles of life in nature. Teach me to understand there are some changes that are outside my control and to recognise how I feel about this. Key vocabulary: Change, Grow, Life cycle, Control, Baby, Adult, Fully grown.</p> <p><b>Piece 2: Growing from young to old:</b> Teach me to talk about the natural process of growing from young to old and understand that this is not in my control. Teach me to identify people I respect who are older than me. Key vocabulary: Growing up, Old, Young, Change, Respect, Appearance, Physical.</p> <p><b>Piece 3: The changing me:</b> Teach me to recognise how my body has changed since I was a baby and where I am on the continuum from young to old. Teach me to feel proud about becoming more independent. Key vocabulary: Baby, Toddler, Child, Teenager, Adult, Independent, Timeline, Freedom, Responsibilities.</p> <p><b>Piece 4: Boys' and girls' bodies:</b> Teach me to recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, nipple, vagina) and appreciate that some parts of my body are private. Teach me to talk about what I like/don't like about being a boy/girl. Key vocabulary: Boy, Male, Girl, Female, Vagina, Penis, Testicles, Nipples, Public, Private.</p> <p><b>Piece 5: Assertiveness:</b> Teach me to understand there are different types of touch and tell you which ones I like and don't like. Teach me to be confident to say what I like and don't like and ask for help. Key vocabulary: Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable.</p> <p><b>Piece 6: Looking Ahead:</b> Teach me to identify what I am looking forward to when I am in Year 3. Teach me to start to think about changes I will make when I am in Year 3 and know how to go about this. Key vocabulary: Change, Looking forward, Excited, Nervous, Anxious, Happy.</p>
<p><b>Year 3</b></p>	<p><b>Piece 1: Growing up 1:</b> Teach me to understand that we are all different when we are born. Teach me to know that humans develop at different rates. Teach me to discuss childhood developments with our parents. Key vocabulary: Birth, Develop, Growth, Human.</p> <p><b>Piece 2: Growing up 2:</b> Teach me to understand that changes take place throughout the human life cycle. Teach me to be aware of similarities and differences</p>

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	<p>in people. Key vocabulary: Similarities, Differences, Birth, Death, Human, Life, Stages.</p> <p><b>Piece 3: Growing up 3:</b> Teach me to know the names of exterior body parts. Teach me to understand the differences between male and female body parts. Key vocabulary: Male, Female, Vagina, Penis, Nipple, Breast, Testicles.</p> <p><b>Piece 4: Keeping Safe:</b> Teach me to know that we have rights over our own bodies. Teach me to respect other people’s bodies. Teach me to recognise unwanted physical contact. Key vocabulary: Stroke, Kiss, Smack, Cuddle, Kick, Hit, Pat, Shake Hands, Thump, Punch, Bite, Touching, Rights, Bodies.</p> <p><b>Piece 5: Family Stereotypes:</b> Teach me to start to recognise stereotypical ideas I might have about parenting and family roles. Teach me to express how I feel when my ideas are challenged and be willing to change my ideas sometimes. Key vocabulary: Stereotypes, Task, Roles, Challenge.</p> <p><b>Piece 6: Looking Ahead:</b> Teach me to identify what I am looking forward to when I am in Year 4. Teach me to think about changes I will make when I am in Year 4 and know how to go about this. Key vocabulary: Change, Looking forward, Excited, Nervous, Anxious, Happy.</p>
<p><b>Year 4</b></p>	<p><b>Piece 1: Unique me:</b> Teach me to understand that some of my personal characteristics have come from my birth parents. Teach me to appreciate that I am a truly unique human being. Key vocabulary: Personal, Unique, Characteristics, Parents.</p> <p><b>Piece 2: Growing up (responsibilities):</b> Teach me to think about parents/carers daily responsibilities. Teach me to consider our own daily responsibilities. Key Vocabulary: Change, Grown up, Responsibilities, Money, Jobs,</p> <p><b>Piece 3: Growing up (personal hygiene):</b> Teach me to understand the importance of cleanliness and personal hygiene, particularly as we get older. Key Vocabulary: Cleanliness, Smell, Germs, Hygiene, Healthy.</p> <p><b>Piece 4: Circles of change:</b> Teach me to know how the circle of change works and can apply it to changes I want to make in my life. Teach me to be confident enough to try to make changes when I think they will benefit me. Key vocabulary: Circle, Seasons, Change, Control.</p> <p><b>Piece 5: Accepting change:</b> Teach me to identify changes that have been and may continue to be outside of my control that I learnt to accept. Teach me to express my fears and concerns about changes that are outside of my control and know how to manage these feeling positively. Key vocabulary: Range of emotions, Control, Change, Acceptance.</p> <p><b>Piece 6: Looking Ahead:</b> Teach me to identify what I am looking forward to when I am in Year 5. Teach me to reflect on the changes I would like to make when I am in Year 5 and describe how to go about this. Key vocabulary: Change, Looking forward, Excited, Nervous, Anxious, Happy.</p>
<p><b>Year 5</b></p>	<p><b>Piece 1: Self and body image:</b> Teach me to be aware of my own self-image and how my body image fits into that. Teach me to know how to develop my own self esteem. Key vocabulary: Self, Self-image, Body image, Self-esteem, Perception, Characteristics, Aspects, Affirmation.</p> <p><b>Piece 2: Self-image:</b> Teach me to be aware that pictures can be edited. Teach me to understand realistic body-images. Key vocabulary: Self, Self-image, Body image, Self-esteem, Perception, Realistic, Online, Edit, Alter.</p>

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	<p><b>Piece 3: Cyberbullying:</b> Teach me to understand what ‘cyberbullying’ is. Teach me to be able to identify the signs of cyberbullying. Key vocabulary: Cyberbully, Online, Internet, Safety.</p> <p><b>Piece 4: Cyberbullying:</b> Teach me ways to stay safe online. Teach me about what I can do if I am/someone I know is being cyberbullied. Key vocabulary: Cyberbully, Help, Online, Internet, Safety.</p> <p><b>Piece 5: Looking ahead:</b> Teach me to identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). Teach me to be confident that I can cope with the changes that growing up will bring. Key vocabulary: Teenager, Milestone, Perceptions, Puberty, Responsibilities.</p> <p><b>Piece 6: Looking ahead to Year 6:</b> Teach me to identify what I am looking forward to when I am in Year 6. Teach me to start to think about changes I will make when I am in Year 6 and know how to go about this. Key vocabulary: Change, Hope, Manage, Cope, Opportunities, Emotions, Fear, Excitement, Anxious.</p> <p>During the Spring Term Year 5 have an additional visit from Nurse Services where they discuss ‘Puberty Education’. During these sessions, the pupils are split into gender groups, with the talk lasting roughly one hour. This talk is based on changes which happen during puberty and is very much led by what the pupils already know, with the nurse adding any information which is needed to fill in any gaps in knowledge. The children watch a short video, which explains and clarifies the points covered within the session. There is an opportunity for pupils to ask the nurse any relevant questions at the end of the session. At this point, the nurse will talk to the children about talking to trusted adults (whoever they might be) if anything at all needed asking in the future. Key vocabulary, Growth, Hair, Voice changes, Spots, Sweating, Hygiene, Muscles, Genitals.</p>
<p><b>Year 6</b></p>	<p><b>Piece 1: My self-image:</b> Teach me to be aware of my own self-image and how my body image fits into that. Teach me to know how to develop my own self esteem. Key vocabulary: Self-esteem, Self-image, Real self, Celebrity.</p> <p><b>Piece 2: Puberty:</b> Teach me to explain how girls’ and boys’ bodies change during puberty and understand the importance of looking after myself physically and emotionally. Teach me to express how I feel about the changes that will happen to me during puberty. Key vocabulary: Opportunities, Freedoms, Responsibilities, Pubic hair, Voice breaks, Menstruation, Semen, Erection, Breasts, Tampon, Hormones, Wet dreams, Ovulation, Masturbation, Sanitary Towel, Clitoris, Testicles, Sperm, Underarm hair, Penis, Vagina, Womb, Fallopian tube.</p> <p><b>Piece 3: Girl talk/boy talk:</b> Teach me to ask the questions I need answered about changes during puberty. Teach me to reflect on how I feel about asking the questions and about the answers I receive. Key vocabulary: Trust, Respect, Puberty vocabulary as required by the questions presented by the children.</p> <p><b>Piece 4: Babies: conception to birth:</b> Teach me to describe how a baby develops from conception through the nine months of pregnancy, and how it is born. Teach me to recognise how I feel when I reflect on the development and birth of a baby. Key vocabulary: Pregnancy, Embryo, Foetus, Placenta, Umbilical cord, Labour, Contractions, Cervix, Midwife.</p> <p><b>Piece 5: Attraction:</b> Teach me to understand how being physically attracted to someone changes the nature of the relationships. Teach me to express how I feel about the growing independence of becoming a teenager and am confident that I can</p>

cope with this. Key vocabulary: Independence, Grown up, Attraction, Relationship, Friends.

**Piece 6: Transition to Secondary School:** Teach me to identify what I am looking forward to and what worried me about the transition to secondary school. Teach me to know how to prepare myself emotionally for starting secondary school. Key vocabulary: Transition, Secondary, Looking forward, Journey, Worries, Anxiety, Hopes, Excitement.

Staff members are aware that views around RE are varied. However, while personal views are respected, all RE issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Surrounding the theme of RE, pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Leads if they are concerned as well as recording any concerns on CPOMs.

Priory believes that RE should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces that cover RE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively.

## 5. Assessment

From Year 1 to Year 6 pupils' performance will be described in term of achievement of age-related expectations. We use the on-line programme 'Arbor' to record assessments throughout the school. From Year 1 to Year 6 each pupil's understanding of key knowledge and achievement of skills is used to award a best fit level using the Chris Quigley 'BAD' terminology:

**Basic:** understanding of basic facts and ideas relating to a concept – can tackle questions, sometimes with support.

**Advancing:** understanding of key knowledge, independent application, can explain, use or summarise understanding

**Deep:** has an exceptional understanding of knowledge and skills

## 6. Resources

Relationship Education resources are purchased and monitored by the Subject Co-ordinator and are stored in the Subject Co-ordinator's classroom. Each year group is responsible for their Jigsaw file which contains the Relationships Education lesson planning.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital to Relationships Education learning. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece – by using The Jigsaw Charter (teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

The Jigsaw Charter (linked to Priory Class Charters)

- We take turns to speak
- We use kind and positive words
- We listen to each other

- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

## 7. Early Years

In September 2020, our Early Years became Early Adopters for the new revised curriculum that will be statutory from September 2021. The Early Years Curriculum focusses on building skills, knowledge and understanding with a metacognitive and independent enquiry based approach. We have adopted a creative approach to the curriculum and we ensure it is broad, balanced and exciting. We make links across the curriculum and to life wherever possible as we believe this deepens the children's level of learning. We use the Revised Early Years Framework for the Foundation Stage curriculum (Development Matters published September 2020) as appropriate, to guide our teaching. These documents set out the aims and objectives for children from birth to the end of Reception and provide details regarding expectations of child development at each phase and what skills they need to be taught to ensure they are ready for transition between phases.

The Revised EYFS (2020) is broken down into areas of development. There are two main sections of the curriculum, the "Prime" areas and the "Specific" areas. There are 3 Prime areas which are fundamental and underpin everything in the Early Years curriculum – communication and language, physical development and personal, social and emotional development. The 4 Specific Areas of development include essential skills and knowledge for children to participate successfully in society and allow them to strengthen and apply the Prime areas – literacy, Math's, Understanding the World, Expressive art and Design.

In the EYFS, Relationships Education is not taught exclusively as a subject, but is embedded in teaching the children knowledge of themselves and others under the heading 'Personal, Social and Emotional Development'. The key aspect of teaching Relationships Education in EYFS is to create a degree of awe and wonder and a curiosity for our children about relationships with others, and more importantly, themselves. Following the whole school approach of 'Learning Challenge curriculum', combined with the Jigsaw spiral curriculum approach, the children are provided with the opportunity to develop the personal skills needed to establish and maintain healthy relationships which encompass responsible and informed decisions about their health and wellbeing. Evidence is gathered in the Early Years through observations and children's comments and collated in their Learning Journey books.

Assessment plays an important part in helping practitioners to recognise children's progress, understand their needs, and to plan activities and support their development. Assessment in the Early Years is Ongoing and is largely based on Facilitated child-led experiences; allowing children to reflect their own knowledge, and high quality adult led activities. Children are assessed throughout the Foundation Stage using the new Development Matters (2020) which sets out a pathway of children's development in broad ages and stages. Children are assessed against the Early Learning Goals and Development Matters through a range of observations and work. The Early Years lead tracks achievement in all Areas of Learning and can provide specific feedback to individual subject leads regarding achievement in the relevant strands.

### The Prime areas of development are:

#### Personal, social and emotional development

Self Regulation  
Managing Self  
Building Relationships

#### Physical Development

Fine motor  
Gross Motor

#### Communication and language

Listening and Attention  
Speaking

### The Specific areas of development are:

#### English

Comprehension  
Word Reading

Writing

#### Mathematics

Number  
Numerical pattern

#### Understanding the world

People, Culture and Communities  
The Natural World  
Past and Present

#### Expressive arts and design

Creating with Materials.  
Being Imaginative & Expressive

## 8. Inclusion and SEND

Pupils with SEND have full access to the curriculum through reasonable adjustments. They can be supported through differentiated tasks, scaffolds, adult and peer support. Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels. Advice to support individual pupils is always available from the Inclusion Hub and where appropriate specialist services.

## 9. Equality

Priory is a caring school that aims to provide a high quality education to all our pupils within a secure and environment. We are a Rights Respecting School and protecting the rights of all individuals is important to us. We hope that pupils will leave us with confidence, positive memories and that they value their time here.

Our school aims to meet its obligations under the public sector equality duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

## 10. Monitoring and Review

The subject leader is responsible for monitoring the standards in Relationships Education. They will monitor the quality of planning, lessons and pupils' work throughout the year. They will also engage with pupils through surveys and interviews to discover their views. Annual data will be analysed. All monitoring will be used by the subject leader to create and maintain an action plan to bring about improvements. This will include support for staff, planning training and purchasing resources.

The subject leader, SLT and Governing Body are responsible for monitoring the implementation of this policy. This policy will be reviewed every two years or earlier if necessary.

## 11. Other related policies:

We recognise the clear link between Jigsaw RE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Safeguarding and Child Protection Policy
- Teaching and Learning
- EYFS
- Anti-Bullying Policy
- Behaviour Policy
- Equality
- Drug and Alcohol Education Policy
- PSHE Policy
- SEND
- Science Policy

- Assessment

Policy Author: Rebecca Lees

Date of Review: February 2023