



GOODYERS END PRIMARY SCHOOL

PSHE (Personal, Social, Health Education) Policy
(including Relationships and Health Education statutory from September 2020
and our position on Sex Education)

Adopted by the Governing Body:

Signed: Mark Lovick Chair of Governors

 Claire Hall Headteacher

Date: Spring 2024

Date of next review: Spring 2027



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Context

PSHE education is the school subject through which children and young children acquire the knowledge, skills and attributes they need to stay healthy, safe and thrive now and in the future.

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

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

PSHE

At Goodyers End Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme is attached as Appendix 1.

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

We also teach Protective behaviours at Goodyers End. This refers to behaviours which enable children to recognise situations in which their personal space and sense of safety may be compromised. It is important that children and young people develop personal safety skills from a well-presented and well-structured personal safety program.

Statutory Relationships and Health Education

'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships 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*).

"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."

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Adopted by Governing Body	Spring 2024
Review date	Spring 2027

“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.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.” (*Secretary of State Foreword DfE Guidance 2019 p.4-5*).

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.” (*DfE Guidance p.8*).

“All schools must have in place a written policy for Relationships Education and RSE.” (*DfE Guidance p.11*).

Here, at Goodyers End Primary School we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme. To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children’s needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme’s complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Our PSHE policy is informed by existing DfE guidance:

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

Adopted by Governing Body	Spring 2024
Review date	Spring 2027

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

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

What do we teach when and who teaches it?

Whole-school Approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships 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
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 and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Goodyers End Primary School we allocate time for PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

Adopted by Governing Body	Spring 2024
Review date	Spring 2027

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Staff are Responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the Non-science components of RSE.

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy.

The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

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

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social

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Adopted by Governing Body	Spring 2024
Review date	Spring 2027

skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

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

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At Goodyers End Primary School, we believe children should understand the facts about human reproduction before they leave primary school we teach this through the science curriculum and through protective behaviours. RSE in the science curriculum:

Key Stage 1 (age 5-7years)

Year 1 pupils should be taught to: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 pupils should be taught to: Notice that animals, including humans, have offspring which grow into adults Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11years)

Year 5 pupils should be taught to: Describe the life process of reproduction in some plants and animals Describe the changes as humans develop to old age

Year 6 pupils should be taught to: Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity. (e.g. understanding human reproduction). During year 6 we teach these Jigsaw pieces in Summer 2 as part of transition to high school.

Adopted by Governing Body	Spring 2024
Review date	Spring 2027

Parents' right to Request their Child be excused from Sex Education

'Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education' (*DfE Guidance p.17*). See appendix 2 for parent withdrawal form.

At Goodyers End Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit).

We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

- Year 4, Lesson 2 (Having a baby)
- Year 5, Lesson 4 (Conception)
- Year 6, Lesson 4 (Conception, birth)

The school will inform parents of this when these topics are going to be taught.

Monitoring and Review

This policy is monitored by Jenny Marsden as PSHE curriculum lead. PSHE and RSE will be monitored through learning walks, pupil voice, planning review and staff questionnaires.

The Governors monitor this policy on an annual basis. The Governors will give serious consideration to any comments from parents about the PSHE (RSHE) programme, and make a record of all such comments.

Training

Staff have been trained on the delivery of Jigsaw. We have outside agencies including the school nurse who will also provide support to staff and pupils as and when needed.

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

Adopted by Governing Body	Spring 2024
Review date	Spring 2027

At Goodyers End we teach LGBT when teaching about different families, we teach according to the age and stage of the children and as and when questions arise through conversations. LGBT is taught indiscreetly through story books and other curriculum subjects.

At Goodyers End Primary School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see:

‘Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?’

Jigsaw PSHE documents needed to explain this policy:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)
- Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?

Adopted by Governing Body	Spring 2024
Review date	Spring 2027

Goodyers End Primary School - PSHE Knowledge & Skills Progression

Appendix 1

JIGSAW	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Reception	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Year 1	Feeling Special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles - animal and human Changes in me Changes since being a baby Differences between female and male bodies Linking growing and learning Coping with change Transition
Year 2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for yourself and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies Assertiveness Preparing for transition
Year 3	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why its important (Online and offline) Respect for myself and others Healthy safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

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Adopted by Governing Body	Spring 2024
Review date	Spring 2027

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Year 4	Being part of a class team Being a school citizen Rights, responsibilities and democracy Rewards and consequences Group decision making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of love ones Getting on and falling out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Year 5	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) motivation	Smoking including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Year 6	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibilities with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/Girlfriends Sexing Transition

Y:\NEW SHARED\SBM\Policies\Statutory\PSHE & RSE Policy.docx

Adopted by Governing Body	Spring 2024
Review date	Spring 2027

PROTECTIVE BEHAVIOURS	Themes	Strategies	Week One	Week Two	Week Three	Week Four	Links to Jigsaw
Reception	We all have the right to feel safe all the time. We can talk with someone about anything, even if it feels awful or small.	Theme Reinforcement One step removed Network Review Persistence Protective Interruption Risking on Purpose Language of safety	Feelings Happy Sad “Feelings are feelings” “Not good or bad right or wrong” Feeling safe	Body Awareness Safe touches. “No” “Stop” Penis, Anus – Boys Vulva, Vagina, Anus - Girls	Early Warning Signs Scary feelings Don’t feel safe	Telling and Secrets “We can talk with someone about anything even if it feels awful or small.” Safe and unsafe secret. Network hand – Adults or siblings over 16	Understanding feelings Bodies Respecting my body Growing up Growth and change Fun and fears
Year 1	We all have the right to feel safe all the time. There is nothing so awful (or too little) we can’t talk about it.	Theme Reinforcement One step removed Network Review Persistence Protective Interruption Risking on Purpose Language of safety	Feelings Happy Sad Angry Tired “Feelings are feelings” “It is how we behave when we have feelings that matters”	Unsafe feelings and Body Awareness “We all have the right to feel safe all the time. If we don’t feel safe and we aren’t happy we can tell someone about it.” “Our bodies tell us if we don’t feel safe.”	Body Privacy and Secrets Penis, Anus – Boys Vagina, Anus – Girls Mouths are private too. “When secrets are not happy or we don’t feel safe we do not need to keep them”	Telling/Networks Network hand – Adult, Adult, School adult, Non-family member adult, any adult. Friend, Brother on Palm.	Being safe Physical contact preferences People who help us Changes in me Changes since being a baby Differences between female and male bodies Linking growing and learning Coping with change
Year 2	We all have the right to feel safe all the time. We can talk with someone about anything, even if it feels awful or small.	Theme Reinforcement One step removed Network Review Persistence Protective Interruption Risking on Purpose Language of safety	Feelings, Rights and Responsibilities “Outside things may be the same but feelings are inside things and they might be different for different people.” Safe place feelings “We all have the right to feel safe in school.” “We all have the responsibility to abide by the rules so that we can feel safe and so others can too.”	Unsafe feelings, Problem solving What it feels like to not feel safe. Is my fun fun for everyone? Early warning signs.	Body Awareness and Personal Space Who does our body belong to? Penis, Anus – Boys Vagina, Anus, breasts – Girls Our mouths are private too. “We all have the right to feel safe all the time and we would have the right to expect an adult to do something to help us.” “We can talk with someone about anything even if it feels awful or small.”	Networks and using them “It is important we choose people we feel comfortable and safe with to put on the fingers.” Network hand – adult at home on thumb, grown up on each of the fingers, adult from school on middle finger	Rights and responsibilities Recognising feelings Secrets Differences in female and male bodies

Adopted by Governing Body	Spring 2024
Review date	Spring 2027

PROTECTIVE BEHAVIOURS	Themes	Strategies	Week One	Week Two	Week Three	Week Four	Links to Jigsaw
Year 3	We all have the right to feel safe all the time. We can talk with someone about anything, even if it feels awful or small.	Theme Reinforcement One step removed Network Review Persistence Protective Interruption Risking on Purpose Language of safety	<u>Feelings, Rights and Responsibilities</u> “A feeling is a feeling – not good or bad, right or wrong, it is simply a feeling.” Safe place feelings.	<u>Unsafe Feelings</u> How could I help myself to feel better? Early Warning signs	<u>Body awareness and telling</u> Penis, Anus – Boys Vagina, Anus, Breasts – Girls Mouths are private too.	<u>Networks and using them</u> “We can talk with someone about anything, even if it feels awful or small.” Network People. Network Hand - Adult, Adult, School adult, Non-family member adult, any adult. Pets, Dead relatives, gods/goddesses on palm. Good Network people...	Rules, rights and responsibilities Witnessing bullying and how to solve it Managing feelings Keeping safe and why its important Respect for myself and others Outside body changes Inside body changes
Year 4	We all have the right to feel safe all the time. We can talk with someone about anything, even if it feels awful or small.	Theme Reinforcement One step removed Network Review Persistence Protective Interruption Risking on Purpose Language of safety	<u>Rights and Responsibilities, Feelings</u> “All children have the same rights, no matter what country they come from, what colour or religion they are, what language they speak or whether they are a boy or a girl.” No one can take rights away from us – sometimes we just can’t exercise them. Happy, Sad, Angry, Worried	<u>Safe and Unsafe Feelings</u> “We all have the right to feel safe all the time” Safe place. Fun to feel scared	<u>Exploring theme 2, Secrets</u> People I know that I could talk with. The person I talk with will... “Adults can’t always keep secrets. Sometimes it is not safe to keep a secret.” Emotional abuse Physical abuse Sexual abuse “We can talk with someone about anything, even if it feels awful or small.”	<u>Networks and using them</u> Network Hand - Adult, Adult, School adult, Non-family member adult, any adult. SOS, Police, Child line Numbers can go on if mentioned. Pets, Dead relatives, gods/goddesses on palm. Separate friends/siblings network.	Rights, responsibilities and democracy Understanding bullying

Adopted by Governing Body	Spring 2024
Review date	Spring 2027

PROTECTIVE BEHAVIOURS	Themes	Strategies	Week One	Week Two	Week Three	Week Four	Links to Jigsaw
Year 5	We all have the right to feel safe all the time. We can talk with someone about anything, even if it feels awful or small.	Theme Reinforcement One step removed Network Review Persistence Protective Interruption Risking on Purpose Language of safety	<u>Rights and Responsibilities, Feelings</u> “Rights are concerned with things that are essential for a healthy and happy life. They are completely different from ‘wants’” “Feelings are feelings – all individual and never right or wrong – we all need to feel angry/sad sometimes, that’s not bad. However, we may choose to behave badly in response to that feeling and that is not ok. It is not ok because it is unsafe.”	<u>Safe feelings, Fun to Feel Scared and Early Warning Signs</u> “What feeling safe actually feels like and what happens in our bodies when we don’t feel safe.” Safe place Choice, Control, Time limit.	<u>Secrets and Networks</u> “We can talk with someone about anything, even if it feels awful or small.” Adults can’t always keep secrets. Sometimes it is not safe to keep a secret.	<u>Using Networks</u> “Learn ways to check out our networks to make sure they are working for us and also think about different ways to help ourselves stay safe.” What could someone do if someone bigger than them was going to hit them? Who is a suitable network person? Should someone keep telling?	Rights and responsibilities Types of bullying Puberty for girls Puberty for boys
Year 6	We all have the right to feel safe all the time. We can talk with someone about anything, even if it feels awful or small.	Theme Reinforcement One step removed Network Review Persistence Protective Interruption Risking on Purpose Language of safety	<u>Rights and Responsibilities, Feelings</u> “Every right has an associated responsibility hat is to respect others’ rights in that regard and sometimes can be more specific.” Happy Sad Surprised Angry Frightened Worried	<u>Safe Feelings, Fun to feel scared and early warning signs</u> “we all have the right to feel safe all the time” “Is my fun fun for everyone?”	<u>We can talk with someone about anything, even if it feels awful or small and networks</u> What sort of somebody would we be looking for if we needed to talk about something awful? “Adults cannot keep confidentiality (Emotional, physical and sexual) Adults can’t always keep secrets. Sometimes it is not safe to keep a secret.” Network Hand - Adult, Adult, School adult, Non-family member adult, any adult. SOS section – Social services, police, childline, Samaritans. On Palm - Pets, Dead relatives, gods/goddesses on palm. Good Network people...	<u>Using Networks</u> Learn how to use our networks more effectively “We all have the right to feel safe all the time.” “We can talk with someone about anything, even if it feels awful or small.” What could someone do if someone bigger than them was going to hit them? Keep telling	Children’s universal rights How substances affect the body Exploitation, including ‘county lines’ and gang culture Emotional and mental health Managing stress Puberty and feelings Physical attraction Respect and consent Boyfriends/Girlfriends

Adopted by Governing Body	Spring 2024
Review date	Spring 2027

Parent Withdrawal Form

Part A to be completed by parent if you wish to request your child is withdrawn from Sex Education as per information on page 7 of this policy:

Name of Child:		Class:	
Name of Parent:			
Reason for withdrawing from sex education within relationships and sex education:			
Any other information you would like us to consider:			
Parent Signature:			

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Part B to be completed by school:

Agreed actions from discussion with parent:			
Signed:		Position:	



Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

The guidance states that, by the end of primary school:

	Pupils should know:	How Jigsaw provides the solution:
Families and people who care for me	<ul style="list-style-type: none"> • R1 that families are important for children growing up because they can give love, security and stability. • R2 the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • R3 that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • R4 that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World

Adopted by Governing Body	Spring 2021
Review date	Spring 2023

<p>Caring friendships</p>	<ul style="list-style-type: none"> • R7 how important friendships are in making us feel happy and secure, and how people choose and make friends • R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded • R10 that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed 	
<p>Respectful relationships</p>	<ul style="list-style-type: none"> • R12 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • R13 practical steps they can take in a range of different contexts to improve or support respectful relationships • R14 the conventions of courtesy and manners • R15 the importance of self-respect and how this links to their own happiness • R16 that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • R17 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive • R19 the importance of permission-seeking and giving in relationships with friends, peers and adults 	

Adopted by Governing Body	Spring 2021
Review date	Spring 2023

Online relationships	<ul style="list-style-type: none"> • R20 that people sometimes behave differently online, including by pretending to be someone they are not. • R21 that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • R24 how information and data is shared and used online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference
Being safe	<ul style="list-style-type: none"> • R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • R26 about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. • R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, • R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. • R32 where to get advice e.g. family, school and/or other sources. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference

Adopted by Governing Body	Spring 2021
Review date	Spring 2023

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know:	How Jigsaw provides the solution:
Mental wellbeing	<ul style="list-style-type: none"> • H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. • H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). • H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference

Adopted by Governing Body	Spring 2021
Review date	Spring 2023

Internet safety and harms	<ul style="list-style-type: none"> • H11 that for most people the internet is an integral part of life and has many benefits. • H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • H14 why social media, some computer games and online gaming, for example, are age restricted. • H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • H17 where and how to report concerns and get support with issues online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me
Physical health and fitness	<ul style="list-style-type: none"> • H18 the characteristics and mental and physical benefits of an active lifestyle. • H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • H20 the risks associated with an inactive lifestyle (including obesity). • H21 how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Healthy eating	<ul style="list-style-type: none"> • H22 what constitutes a healthy diet (including understanding calories and other nutritional content). • H23 the principles of planning and preparing a range of healthy meals. • H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me

Adopted by Governing Body	Spring 2021
Review date	Spring 2023

Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 	
Health and prevention	<ul style="list-style-type: none"> • H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • H31 the facts and science relating to immunisation and vaccination 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Basic first aid	<ul style="list-style-type: none"> • H32 how to make a clear and efficient call to emergency services if necessary. • H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Changing adolescent body	<ul style="list-style-type: none"> • H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • H35 about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Changing Me • Healthy Me

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