



RSHE Policy

Author: Senior Leadership Team

Owner: St Ann's Church of England Primary School

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We are a rights respecting school. All our policies and procedures are written and reviewed to ensure that children's rights, as detailed in the United Nations Convention on the Rights of the Child, are respected and promoted and this policy ensures:

Article 12: All children have a right to be able to give their opinion when adults are making a decision that will affect them, and adults should take it seriously.

Article 19: All children should be protected from violence, abuse and neglect, and governments should protect them.

Article 29: Education must develop every child's personality, talents and abilities to the full.

For more information on the convention and the rights of each child
visit: <http://www.unicef.org.uk/>.

'Together we aim high, with God's love we can fly'

The Three Saint Academy Trust PSHE & RSE Policy

Introduction

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 the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

An amendment to the Children and Social Work Act 2017 made **Relationships and Health Education** at primary; and Relationships, Sex, and Health Education at secondary, statutory subjects. The DfE guidance on Relationships, Health and Sex Education for governing bodies can be seen [here](#) and will become active from September 2020.

We are confident that the Jigsaw Programme covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age-appropriate way. Should changes to these curriculum areas occur in the future, Jigsaw will provide its schools with materials to ensure all statutory duties are fulfilled.

This Jigsaw PSHE & RSE policy is also informed by DfE guidance on Relationships, Sex and Health Education (as above), [preventing and tackling bullying](#) (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017), [Drug and Alcohol Education](#) (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), [safeguarding](#) (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, July 2018 and Keeping Children Safe in Education, 2020) and [equality](#) (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014). It also draws on the advice given in the [Church of England](#) document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, [second edition updated summer 2019](#)). Teaching Online Safety in Schools <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

The Jigsaw Programme meets all the outcomes in the PSHE Association Programmes of Study, 2019

Aim of the Jigsaw PSHE & RSE Policy

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

In our school we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE.

Objectives/Pupil learning intentions:

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively

- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Jigsaw Content

Jigsaw covers all areas of PSHE for the primary phase, as the following table shows:

| Term | Puzzle name | Content |
|------------------|------------------------|---|
| Autumn 1: | Being Me in My World | Includes understanding my place in the class, school and global community as well as devising Learning Charters |
| Autumn 2: | Celebrating Difference | Includes anti-bullying (cyber and homophobic bullying included) and diversity work |
| Spring 1: | Dreams and Goals | Includes goal-setting, aspirations and resilience building |
| Spring 2: | Healthy Me | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line) |
| Summer 1: | Relationships | Includes understanding friendship, family and other relationships, conflict resolution and communication skills |
| Summer 2: | Changing Me | Includes Sex and Relationship Education in the context of looking at and managing change |

Relationship and Sex Education (Relationships, Sex and Health Education)

Definition of Relationships, Sex and Health Education (RSHE)

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the '*changing adolescent body*', included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019).

Effective Relationships and Sex Education 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. This is why the DfE recommend:

"... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It 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." (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

Compulsory aspects of Relationships, Sex and Health Education.

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools.

- '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)

RSHE plays a very important part in fulfilling the statutory duties all schools have to meet. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off-line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

Updated government safeguarding guidance is now available (Keeping Children Safe in Education, 2019) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holidays especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government [Multi-agency practice guidelines: Female Genital Mutilation \(2016\)](#) which includes a section for schools.

In addition, The Marriage and Civil Partnership (Minimum Age) Act 2022 comes into force on Monday 27 February 2023. Under existing law, people can enter a marriage or civil partnership at age 18, or 16 to 17 with parental or judicial consent. The Act raises the minimum marriage and civil partnership age to 18, removing all consent requirements.

The role of the Headteacher and the Directors of The Three Saints Academy Trust

It is the responsibility of the Directors to ensure that as well as fulfilling their legal obligations, they should also make sure that:

- all pupils make progress in achieving the expected educational outcomes in regard to RSHE;
- RSHE is well led, effectively managed and well planned;
- the quality of RSHE provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn. It is important to note that parents/ carers can only withdraw their children from the specific RSE content, not the PSHE content
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

The Headteacher liaises with external agencies regarding the school RSHE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy. Parents should be consulted on the RSE policy and have the opportunity to express their views. They also must be informed of the limits of their right to withdraw their child from sex education and have the opportunity to do so within these limits.

Monitoring and Review

The Directors of The Three Saints Academy Trust monitor the PSHE & RSE policy every three years and will assess if the policy needs modification. The Directors will give serious consideration to any comments from parents about the sex education programme and make a record of all such comments. Directors require the headteacher to keep a written record, giving details of the content and delivery of the RSE programme that is taught in the school. Directors should scrutinise materials to check they are in accordance with the school's ethos. Parents and carers have the right to see sample materials used within the teaching of RHSE and can do so by attending parents' workshops that will be held every year or by prior appointment with a member of staff. As Jigsaw materials are copyrighted the school is not permitted to put teaching materials on the public facing website, or provide electronic copies of materials to parents and carers at home.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

“Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.” (DfE, 2019)

The Church of England Document “Valuing all God’s Children”, 2019 states:

“Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value” (page 1)

“Opportunities to discuss issues to do with self-esteem, identity and bullying, including HBT (homophobic, biphobic and transphobic) bullying, should be included in physical, social, health and economic education or citizenship programmes. The curriculum should offer opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should take LGBT people into account.” (Page 6)

Jigsaw RSE Content

The grid below shows specific RSE content for each year group:

| Age | |
|-----|---|
| 4-5 | Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene. |
| 5-6 | Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private. |
| 6-7 | Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); 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 (correct terminology); assertiveness; appreciate that some parts of my body are private. |
| 7-8 | Seeing things from others’ perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship |

and negotiation; keeping safe online and who to go to for help; 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 at puberty; inside body changes at puberty; family stereotypes.

- 8-9 Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.
- 9-10 Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; 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.
- 10-11 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; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

Withdrawal from RSE lessons

Parents/carers have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum Science and that included within Statutory Relationships and Health Education. Those parents/carers wishing to exercise this right are invited in to meet with the 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 **specific sex education lessons** until the request for withdrawal has been removed. Parent/ Carers will need to complete the withdrawal letter (Appendix 1) if they wish their child to be withdrawn from the sessions. Materials are available to parents/carers who wish to supplement the school sex education programme or who wish to deliver sex education to their children at home. **Parents and carers cannot withdraw from any aspect of Relationships Education and also in maintained schools, Health Education lessons covering the changing adolescent body (puberty).**

Working with parents and carers

The government guidance on Relationships, Sex Education and Health Education (DfE, 2019) emphasises the importance of schools working in partnership with parents and carers. Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, Geography, History, RE, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSHE. Good communication and opportunities for parents to understand and ask questions about the school's approach can help increase confidence in the curriculum.

Parents should also be aware that the Church of England states in "Valuing All God's Children", 2019, that RSE should: "*Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world.*" (Page 34)

Girl's understanding of period products and disposal in school

As part of lessons on puberty, girls will be made aware of the procedures in place for accessing and the safe disposal of period products. The school is aware that period poverty can be an issue for some pupils, and will ensure that girls have access to appropriate period products during school time.

Health Education including substance education, mental health education and safety education

Effective Health Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others' health and well-being.

Moral and Values Framework

The Health Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

Jigsaw's Health Education Content

The grid below shows specific Health Education content for each year group:

Age

| | |
|-----|--|
| 4-5 | Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations. |
| 5-6 | Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and |

| | |
|-------|---|
| | happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change. |
| 6-7 | Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old. |
| 7-8 | Self-identity and worth; positivity in challenges; responsible choices; 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 it's important online and off line; respect for myself and others healthy and safe choices; body changes at puberty. |
| 8-9 | What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty. |
| 9-10 | Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; 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 and safe choices; motivation and behaviour; changes in the body at puberty. |
| 10-11 | Choices, consequences and rewards; group dynamics; democracy, having a voice; 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 responsibility with technology use; self-image; body image; impact of media; discernment; puberty; reflections about change; respect and consent. |

How is Jigsaw PSHE organised in school?

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

There are six Puzzles in Jigsaw that are designed to progress in sequence from Autumn to June/July. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece (lesson) has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health

Education guidance, but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

Each class teacher is responsible for delivering the Jigsaw curriculum. The PSHE/RSE Curriculum Team Leader is responsible for monitoring and evaluating the impact of the curriculum. The Curriculum Team Leader and Head teacher is responsible for ensuring that our curriculum complies with the Church of England vision.

Differentiation/SEN

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. All provision is inclusive of all pupils and consistent with the Equality Act. Teachers will need, as always, to tailor each Piece (lesson) to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces (lessons) 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. Any national changes will be amended by Jigsaw and updates offered to schools as is the case with all the Jigsaw programme.

Safeguarding and Well-being Concerns

Teachers need to be aware that sometimes disclosures may be made during Jigsaw lessons; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's safeguarding and child protection policy is followed.

Assessment

Teachers will be eager to ensure children are making progress with their learning throughout their Jigsaw experience. Therefore, each Puzzle (unit of work) has a built-in assessment task, usually in Lesson (Piece) 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning. The Jigsaw philosophy is that children are praised and their achievements celebrated in every Piece (lesson). It demands a positive relationship between the teacher and the children which, in itself, values and celebrates each individual. Appropriate time is allocated for this process.

Monitoring and Evaluation

The PSHE/ RSE Curriculum Team Leader will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

External contributors

External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to the Jigsaw PSHE programme. Their input should be carefully planned and monitored so as to fit into and complement the programme. Members of the clergy or church groups may be called upon.

Teachers MUST always be present during these sessions and remain responsible for the delivery of the Jigsaw PSHE programme.

The Learning Environment

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 enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece (lesson) – by referring to our Rights Respecting Class Charters.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSHE-related issues are varied. However, while personal views are respected, all RSHE 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.

Both formal and informal RSHE arising from 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 Lead if they are concerned.

Our school believes that RSHE should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces (lessons) that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. LGBT+ bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

Involving parents and carers

The school believes that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHE programme. Parents and carers are/will be given the opportunity to find out about and discuss the Jigsaw PSHE programme through:

- * Parent/carer Jigsaw awareness session each academic year with a focus on the relationships and sex education aspect of the curriculum
- * Teacher and Parent/carer meetings
- * Involvement in policy/ curriculum development (through parent/ carer questionnaires and parents' forum session)
- * Information leaflets/displays

Pupil Consultation

As always, pupils will be consulted about this curriculum through discussion and pupil voice activities to ensure that it meets the needs of our pupils and they have an active involvement in the curriculum. Where appropriate and possible, the curriculum will be changed to take into consideration pupil views.

Links to other policies and curriculum areas

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

- Science curriculum
- Equality and Diversity Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Positive Mental Health and Well-being Policy
- Behaviour and Relationships Policy
- E-Safety

Training and support for staff

All staff benefit from Jigsaw PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

Dissemination

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

Confidentiality and Child Protection/Safeguarding Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Designated Safeguarding Lead who takes action as laid down in the Child Protection and Safeguard Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Appendix 1: Document which sets out the government guidance around Relationships Education and where gaps occur, what other provision is available.

| Relationships Education | Pupils should know | Evidence of teaching |
|--|--|---|
| Families and people who care for me | <ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability | Year 1 Jigsaw – Relationships Year 3 Jigsaw – Celebrating Differences |
| | <ul style="list-style-type: none"> 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 | Year 3 Jigsaw – Celebrating Differences; Relationships |
| | <ul style="list-style-type: none"> 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 | Year 2 Jigsaw – Relationships Year 3 Jigsaw – Relationships Year 3 Jigsaw – Changing Me |
| | <ul style="list-style-type: none"> 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 | Year 1 Jigsaw – Relationships Year 2 Jigsaw – Relationships Year 3 Jigsaw – Relationships |
| | <ul style="list-style-type: none"> that marriage (13) represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong | Year 2 Jigsaw – Relationships |
| | <ul style="list-style-type: none"> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed | Year 3 Jigsaw – Celebrating Difference |
| Caring friendships | <ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends | Year 1 Jigsaw – Celebrating Difference Year 2 Jigsaw – Celebrating Difference Year 3 Jigsaw – Relationships Year 4 Jigsaw – Healthy Me |
| | <ul style="list-style-type: none"> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties | All year groups, all strands |
| | <ul style="list-style-type: none"> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded | All year groups Jigsaw across many strands |
| | <ul style="list-style-type: none"> 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 | Year 2 Jigsaw – Celebrating Differences; Relationships Year 3 Jigsaw – Relationships Year 5 Jigsaw – Being Me In My World |
| | <ul style="list-style-type: none"> 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 or advice from others, if needed | Year 1 Jigsaw – Being Me In My World Year 1 Jigsaw – Healthy Me Year 1 Jigsaw – Relationships Year 2 Jigsaw – Relationships Year 3 Jigsaw – Healthy Me Year 3 Jigsaw – Relationships |

| | | |
|---|--|---|
| | | Year 4 Jigsaw – Being Me In My World Year 5 Jigsaw – Relationships Year 6 Jigsaw – Changing Me |
| Respectful relationships | <ul style="list-style-type: none"> 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 | Year 3 Jigsaw – Healthy Me Year 5 Jigsaw – Celebrating Difference |
| | <ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships | Year 1 Jigsaw – Relationships Year 2 Jigsaw – Relationships Year 3 Jigsaw – Healthy Me Year 6 Jigsaw – Changing Me |
| | <ul style="list-style-type: none"> the conventions of courtesy and manners | All years Jigsaw – Being Me In My World |
| | <ul style="list-style-type: none"> the importance of self-respect and how this links to their own happiness | All year groups Jigsaw across many strands |
| | <ul style="list-style-type: none"> 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 | All year groups across many strands (particularly in Year 5 Being Me In My World and Healthy Me) |
| | <ul style="list-style-type: none"> 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 | All years Jigsaw – Celebrating Differences |
| | <ul style="list-style-type: none"> what a stereotype is, and how stereotypes can be unfair, negative or destructive | Year 2 Jigsaw – Celebrating Difference Year 3 Jigsaw – Changing Me |
| <ul style="list-style-type: none"> the importance of permission-seeking and giving in relationships with friends, peers and adults | Year 1 Jigsaw – Relationships Year 2 Jigsaw – Relationships Year 4 Jigsaw – Healthy Me Year 6 Jigsaw – Changing Me | |
| Online relationships | <ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not | Year 2 Jigsaw – Healthy Me Year 3 Jigsaw – Relationships Year 3 Jigsaw – Healthy Me Year 5 Jigsaw – Relationships |
| | <ul style="list-style-type: none"> 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 | Year 3 Jigsaw – Relationships Year 5 Jigsaw – Relationships Year 6 Jigsaw – Relationships |
| | <ul style="list-style-type: none"> the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them | Year 5 Jigsaw – Relationships Year 6 Jigsaw – Relationships |
| | <ul style="list-style-type: none"> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met | Year 5 Jigsaw – Relationships Year 6 Jigsaw – Relationships |

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| | <ul style="list-style-type: none"> • how information and data is shared and used online | Year 5 Jigsaw – Relationships; Being Me In My World Year 6 Jigsaw – Relationships; Being Me In My World |
| Being safe | <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) | All years Jigsaw – Being Me In My World Year 1 Jigsaw – Healthy Me Year 1 Jigsaw – Relationships Year 2 Jigsaw – Relationships Year 3 Jigsaw – Healthy Me Year 4 Jigsaw – Relationships Year 4 Jigsaw – Healthy Me Year 5 Jigsaw – Relationships Year 6 Jigsaw – Changing Me |
| | <ul style="list-style-type: none"> • 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 | Year 2 Jigsaw – Relationships Year 3 Jigsaw – Healthy Me Year 3 Jigsaw – Relationships |
| | <ul style="list-style-type: none"> • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact | Year 1 Jigsaw – Relationships Year 2 Jigsaw – Relationships Year 6 Jigsaw – Changing Me |
| | <ul style="list-style-type: none"> • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know | Year 1 Jigsaw – Healthy Me Year 2 Jigsaw – Relationships Year 5 Jigsaw – Relationships |
| | <ul style="list-style-type: none"> • how to recognise and report feelings of being unsafe or feeling bad about any adult | Year 1 Jigsaw – Healthy Me Year 2 Jigsaw – Relationships Year 5 Jigsaw – Relationships |
| | <ul style="list-style-type: none"> • how to ask for advice or help for themselves or others, and to keep trying until they are heard | All years Jigsaw – Being Me In My World |
| | <ul style="list-style-type: none"> • how to report concerns or abuse, and the vocabulary and confidence needed to do so | All year groups across many strands |
| | <ul style="list-style-type: none"> • where to get advice e.g. family, school and/or other sources | Year 1 Jigsaw – Healthy Me Year 2 Jigsaw – Relationships Year 5 Jigsaw – Relationships |
| Physical Health and Mental Wellbeing | Pupils should know | Evidence of teaching |
| Mental wellbeing | <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health | Year 2 Jigsaw – Healthy Me Year 6 Jigsaw – Healthy Me; Relationships |
| | <ul style="list-style-type: none"> • 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 | Year 1 Jigsaw – Healthy Me Year 2 Jigsaw – Being Me In My World |
| | <ul style="list-style-type: none"> • 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 | All years Jigsaw – Being Me In My World Year 3 Jigsaw – Dreams and Goals Year 6 Jigsaw – Healthy Me |

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| | <ul style="list-style-type: none"> • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate | All year groups across many strands |
| | <ul style="list-style-type: none"> • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness | All years Jigsaw – Healthy Me |
| | <ul style="list-style-type: none"> • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests | Year 2 Jigsaw – Healthy Me Year 5 Jigsaw – Relationships |
| | <ul style="list-style-type: none"> • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. | All year groups across many strands |
| | <ul style="list-style-type: none"> • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing | All years Jigsaw – Celebrating Differences |
| | <ul style="list-style-type: none"> • 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 wellbeing or ability to control their emotions (including issues arising online) | All year groups across many strands |
| | <ul style="list-style-type: none"> • 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 | Year 6 Jigsaw – Healthy Me World Mental Health Day |
| Internet safety and harms | <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits | Year 5 Jigsaw – Relationships |
| | <ul style="list-style-type: none"> • 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 | Year 3 Jigsaw – Relationships Year 5 Jigsaw – Relationships |
| | <ul style="list-style-type: none"> • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private | Year 3 Jigsaw – Healthy Me |
| | <ul style="list-style-type: none"> • why social media, some computer games and online gaming, for example, are age restricted | Year 5 Jigsaw – Changing Me Year 5 Jigsaw – Relationships |
| | <ul style="list-style-type: none"> • 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 | Year 3 Jigsaw – Healthy Me Year 5 Jigsaw – Relationships |
| | <ul style="list-style-type: none"> • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted | Year 5 Jigsaw – Relationships SMARTT user agreements |
| | <ul style="list-style-type: none"> • where and how to report concerns and get support with issues online. | Year 5 Jigsaw – Relationships SMARTT user agreements |

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| Physical health and fitness | <ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle | Year 1 Jigsaw – Healthy Me Year 3 Jigsaw – Healthy Me Year 6 Jigsaw – Healthy Me |
| | <ul style="list-style-type: none"> 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 | Year 3 Jigsaw – Healthy Me |
| | <ul style="list-style-type: none"> the risks associated with an inactive lifestyle (including obesity) | Year 3 Jigsaw – Changing Me Year 5 Jigsaw – Healthy Me |
| | <ul style="list-style-type: none"> how and when to seek support including which adults to speak to in school if they are worried about their health | Year 1 Jigsaw – Relationships Year 2 Jigsaw – Relationships Year 3 Jigsaw – Relationships |
| Healthy eating | <ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content) | All years Jigsaw – Healthy Me (particularly in Year 2, 3 and 5; Year 2 Science Healthy Eating) |
| | <ul style="list-style-type: none"> the principles of planning and preparing a range of healthy meals | All years Jigsaw – Healthy Me (particularly in Year 2, 3 and 5; Year 2 Science Healthy Eating) |
| | <ul style="list-style-type: none"> 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) | All years Jigsaw – Healthy Me (particularly in Year 2, 3 and 5; Year 2 Science Healthy Eating) |
| Drugs, alcohol and tobacco | <ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking | Year 3 Jigsaw – Healthy Me Year 6 Jigsaw – Healthy Me |
| Health and prevention | <ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body | Year 5 Jigsaw – Changing Me |
| | <ul style="list-style-type: none"> about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer | Wrap, Splat, Hat (National Schools Partnership programme) |
| | <ul style="list-style-type: none"> the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn | Year 1 Jigsaw – Healthy Me BBC Bitesize (Rodd's Bad Day) |
| | <ul style="list-style-type: none"> about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist | Year 1 Jigsaw – Healthy Me |
| | <ul style="list-style-type: none"> about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing | Year 1 Jigsaw – Healthy Me |
| | <ul style="list-style-type: none"> the facts and science relating to allergies, immunisation and vaccination | KS2 e-bug website |
| Basic first aid | <ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary | Year 1 Jigsaw - Relationships |
| | <ul style="list-style-type: none"> concepts of basic first-aid, for example dealing with common injuries, including head injuries | Year 5 Jigsaw – Healthy Me |
| Changing adolescent body | <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes | Years 4 – 6 – Changing Me |

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| | • about menstrual wellbeing including the key facts about the menstrual cycle. | Years 4 – 6 – Changing Me |
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13 *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.*

Appendix 2: Progression in vocabulary in Relationships & Sex education

| Year Group | Vocabulary |
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| Year 1 | <ul style="list-style-type: none"> • Changes • Baby • Adulthood • Mature • Male • Female • Vagina • Penis • Testicles • Vulva • Bottom • Anus • Public • Private • Breasts • Nipples |
| Year 2 | <ul style="list-style-type: none"> • No new vocabulary to be introduced |
| Year 3 | <ul style="list-style-type: none"> • Y1 & 2 vocabulary • Pubic hair • Uterus • Womb • Puberty • Sperm • Sperm ducts • Ovaries • Egg • Fertilise • Ovum/ Ova |
| Year 4 | <ul style="list-style-type: none"> • Y1, Y2 & Y3 vocabulary • Making love • Fallopian tube • Scrotum • Epididymis • Having sex • Oestrogen • Testosterone • Genital organs • Sexual intercourse • Conception • Menstruation • Periods • Sanitary towels/ pads • Tampons |
| Year 5 | <ul style="list-style-type: none"> • Y1, 2, 3, 4 vocabulary |

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| | <ul style="list-style-type: none"> • Semen • Erection • Ejaculation • Wet dream • Hormones • Larynx • Unprotected sex • Embryo • Umbilical cord • Contraception • Fertility treatment (IVF) |
| Year 6 | <ul style="list-style-type: none"> • Year 1, 2, 3, 4 & 5 Vocabulary • Ovulation • Masturbation • Clitoris • Foetus • Placenta • Labour • Vaginal opening • Contractions • Cervix • Urethra • Sexually excited • Sexting |

Words in blue appear in the RSE videos.

Appendix 3: Withdrawal letter

Date

Withdrawal from Educational Sessions

I would like to withdraw my child.....from the Sex Education sessions that are planned to take place in school.

I confirm that:

I am aware these are age appropriate and the materials have been developed specifically for this age group

I have viewed the materials fully and understand what will be covered in each session

I understand that I am opting out of my child receiving the sex education sessions, however they will still take part in the delivery of statutory Relationships Education

My reason for withdrawing my child from these sessions is:

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Pupil Name:

Pupil Year group:

Signed (Parent):

Signed (Headteacher):