



Inspire Education Trust

Together we achieve, individually we grow

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

Policy Date: December 2021

Review Date: December 2023

Document History

Version	Status		Date	Author	Summary Changes
V1			December 2021	D O'Brien & A Husband	Initial draft on new template

Context and Rationale:

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.

Relationships and Sex Education (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. It involves a combination of sharing information, and exploring issues and values. It is not about the promotion of sexual activity.

Effective relationships and sex education is key in supporting young people through their physical, emotional and moral development, enabling them to make informed life choices confidently, and furthering their respect for themselves and others as they move through life. This requires a school wide approach, growing children's knowledge, skills and attitudes from Year 1 through to Year 6.

PSHE

At Inspire Education Trust, 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.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the 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.

Statutory Relationships and Health Education:

From September 2021 relationships education is mandatory in primary schools

There are five compulsory areas of learning:

- **Families and people who care for me**
- **Caring friendships**
- **Respectful relationships**
- **Online relationships**
- **Being safe**

Parents/carers cannot withdraw their children from compulsory relationships 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."

"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

At Inspire Education Trust 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-see appendices 1

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:

- , June 2019, updated September 2021),
- [Preventing and tackling bullying: Advice for Headteachers, staff and governing bodies](#), July 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](#), 2021)
- [Equality \(Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities](#), revised February 2013).
- [SEND code of practice: 0 to 25 years](#) (January 2015)
- [Mental Health and Behaviour in schools](#) (November 2018)
- [Sexual violence and sexual harassment between children in schools](#) (September 2021)
- [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) (November 2014)

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

What 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 Inspire Education Trust School we allocate dedicated time to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.
- These explicit lessons are reinforced and enhanced in many ways:
- Assemblies, praise and reward system, Jigsaw 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.

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 in 'Relationships Education and Relationships and Sex Education Guidance DfE 2020'. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education-[see appendix 1](#)

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 in 'Relationships Education and Relationships and Sex Education Guidance DfE 2020'. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education-[see appendix 2](#)

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

The mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education-[see appendix 1 and 2](#) 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.' (DfE Guidance 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 Inspire Education Trust, we believe children should understand the facts about human reproduction before they leave primary school.

At Inspire Education Trust our PSHE and RSE curriculum will deliver sessions that ensure

- Children are well prepared for puberty and the physical and emotional changes associated, and know how to seek support.
- Pupils demonstrate openness and confidence in talking, listening and thinking (with adults and each other) about the human body, sexuality, feelings and relationships with developed emotional intelligence and empathy.
- Children know what sex is, that it happens in a loving relationship and that it's how babies are made.
- Children become more assertive in situations where they feel behaviour towards them or others makes them feel uncomfortable, knowing better what is and isn't appropriate.
- Pupils feel better prepared for the opportunities, responsibilities and experiences of adult life.
- Children develop positive values and a moral framework to guide their decisions, judgements and behaviour.
- Children know and respect that families may be different to their own and respect those in same sex relationships.
- Children are confident about their own bodies recognising that the media's portrayal of the perfect body is not realistic.
- Children feel comfortable in their own skin, knowing that they don't have to conform to gender, or other, stereotypes.
- Children have the skills to avoid being pressured into risk-taking behaviours.
- Children have an understanding of how the law applies to sexual relationships

Parent's 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

At Inspire Education Trust, 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 3 (Conception, birth)

Parents cannot remove their children from relationships or health education; however, they have the right to withdraw their children from those aspects of RSE which are non-statutory and not related to the science curriculum. In the event parents are considering withdrawing permission for their child to participate in sex education sessions, detailed above, they will be invited to discuss this with a senior member of staff. It is important to note that in the event of withdrawal from sex

education the school cannot prevent children hearing about the learning from their peers and cannot be responsible for any misconceptions that may arise from this.

The school will invite parents to an information evening at the end of the Summer Term before the Changing Me Puzzle is taught if parents wish to find out more about the curriculum content.

Should parents wish to see a full curriculum content overview they should put their request in writing to the Headteacher.

Specific Issues Statement:

Child Abuse and Protection Procedures

The Safeguarding Children Procedures as laid down by the LA are followed. All referrals, whatever their origin, are taken seriously and considered with an open mind, which does not pre-judge the situation. The procedures adopted within the LA for handling cases of neglect, physical, emotional or sexual abuse and failure to thrive, are based on the principle that the interest and welfare of the child are of paramount importance.

Confidentiality and Handling Disclosures:

Teachers, pupils and parents should be aware of the boundaries regarding confidentiality within the curriculum. Pupils must be made aware that confidentiality cannot be guaranteed and that they will be informed of all actions relating to their disclosure.

Health professionals are bound by their own codes of conduct to maintain confidentiality. When working within a classroom they are also bound by the school's policies.

Teachers cannot offer or guarantee absolute confidentiality, but should ensure pupils are informed of sources of confidential help, e.g. school nurse, counsellor, GP, advice services. If a pupil discloses information which is sensitive, and which the pupil asks not to be passed on, the request will be respected unless this is unavoidable, in order for the teacher to fulfil their professional responsibilities. Only in the most exceptional circumstances will information be handled without parental knowledge. Where younger pupils are involved this will be grounds for serious concern and child protection issues should be addressed.

See the school's Safeguarding/Child Protection Policy for further details.

Partnerships:

The school liaises closely with parents to reassure them of the content of the RSE programme, the context within which it is taught, and to support them in their teaching of RSE ensuring they feel confident engaging in discussions about the subject with their children.

The school will help support parents in:

- Helping their children learn the scientific names of the body parts;
- Talking with their children about feelings and relationships;

- Answering questions about growing up, having babies, feeling sexual attraction, sex, contraception, relationships and sexual health.

The school will also consult parents regularly on the content of the Sex and Relationships Education programme and invite parents to view SRE resources. The school will ensure that parents are informed of their legal right to remove their child from SRE sessions if they wish.

Other agencies supporting the school's SRE curriculum are: Education professionals, health professionals and the school nurse team, all of which are aware of this policy, the SRE programme and work in-line with it. Outside visitors work within the framework outlined in the school's 'Using outside visitors in school' policy

Positive Climate for Learning:

Jigsaw Learning Charter

Teachers develop a set of ground rules to create a safe environment in which no-one feels embarrassed or anxious about unintended or unexpected questions or comments from pupils.

As a school we have agreed that:

- No-one will have to answer a personal question;
- No-one will be forced to take part in a discussion;
- Only the biological names for body parts will be used;
- Meanings of words will be explained in a sensible and factual way.

Teachers will avoid embarrassment and protect pupils' privacy by always depersonalising discussions.

Dealing with Questions:

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting.

Below are guidelines the school encourages:

- If a question is too personal, the teacher will remind the pupil of our learning charter. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as the pastoral team, school nurse, helpline, or an outside agency or service;
- If a teacher doesn't know the answer to a question, the teacher will acknowledge this, and suggest that the pupil or teacher or both together research the question
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher will acknowledge it and promise to talk to the child about it on an individual basis. To maintain trust and respect the teacher must remember to talk with the pupil at the first opportunity and if concerned that a pupil is at risk of sexual abuse, they will follow the school's child protection procedures.
- If a question feels too old for a pupil and the teacher feels that parental consent needs to be gained then a phrase like "That's a great question. I'll have a think about what is the

best way to answer that and get back to you tomorrow," can be used, with the parent consulted in the meantime.

- Children will be enabled to write anonymous questions to put in their class worry box in order to avoid embarrassment and ensure this part of their learning is as open as possible.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, or one which is beyond the year group objectives, provision will be made to meet the individual child's needs.

Learning and Teaching:

Planning and Assessment

Planning for PSHE and RSE is a whole school responsibility in order to ensure that the provision for pupils' needs is met and the way in which the modes of delivery are combined are appropriate to the school curriculum policy.

The school has elected to teach the 'PANTS' programme create by the NSPCC, and this forms the structure and ideas for individual lessons for children's learning from Years 1 to 6. In the EYFS children will learn about relationships, themselves and different parts of their bodies using the correct terminology. In addition, Years 5 and 6 children will complete the 'NCFE Impact Programme' (Social Skills in a Digital World). As with all other learning, teachers will teach children in line with the next most appropriate stage in their development and in the style that they know is most conducive. We will provide parents with an overview to this resource prior to their children completing the individual modules.

Assessment for Learning should also be an integral part of lessons, using a range of techniques, again outlined in the Teaching and Learning policy, to ensure children are being taught from their own individual starting points and receiving feedback on their progress. Progress is recorded so that the teachers in following year groups know which lessons to teach.

PSHE, the 'Changing Me' Programme and the 'PANTS' Programme:

Our PSHE curriculum, based on 'Jigsaw' ensures children learn about relationships and how to manage themselves in a range of situations to keep themselves safe.

From Reception, children will be taught how to recognise when they feel anxious and what to do about that. They will be encouraged to develop a network of people they trust and can talk to about any problem 'big or small'. Through this aspect of our PSHE curriculum, children learn about the parts of the body and what is appropriate and inappropriate touching.

Where the opportunity arises, learning from the 'PANTS' programme will be reinforced across the curriculum.

In order to keep children safe from any inappropriate sexual behaviour and abuse we use the NSPCC recommended programme 'PANTS (Appendix 4)'. This will be delivered to Years 1 to 6 alongside the 'Changing Me' unit of the Jigsaw Programme.

EYFS - Children will access this programme on a 1-1 if a need is identified by the Pastoral Lead.
Years 1 to 6:

- The underwear rule
- Your body belongs to you
- Good and bad touch
- People you can trust

Childline and NSPCC Assemblies will to be delivered to children through differentiated assemblies.

We have also included content from the 'No Outsiders In Our School' programme of study which teaches children about the Equality Act (2010) in primary schools. These sessions cover Relationships Education and teach children that it is against the law to discriminate against anyone because of:

- age
- disability
- gender reassignment
- marriage or civil partnership
- pregnancy or maternity
- race
- religion or belief
- sex
- sexual orientation

All sessions covered link to an age-appropriate fictional story and will be discussed within the child's class. Texts used by Year 1-6 can be found on school's websites.

Roles and responsibilities:

It is the responsibility of the Governing Body under the guidance of the Headteacher to ensure that staff and parents are informed of the Relationships and Health Education, including Sex Education Policy.

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

Class teachers 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-statutory components of RSE.

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity,

The PSHE subject leader will have overall responsibility for the provision of the programme and will monitor its implementation recommending any necessary changes to governors as appropriate.

Parents will receive prior notification of the RSE Programme to enable them to discuss issues with staff or their own children.

Materials used in the RSE Programme will be available to parents on written request to the Headteacher.

Every child is entitled to receive RSE. It is our intention all children have the opportunity to experience a programme of RSE at a level that is appropriate for their age and physical development with differentiated provision if required.

Equalities and Disabilities

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”.

At Inspire Education Trust 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?'

[See appendix 5](#)

Special Educational Needs and Learning Difficulties

The school will ensure that pupils with special educational needs (SEN) receive relationships and sex education that is appropriate to their stage of development.

Sex and Relationship Education will help all pupils to understand their physical and emotional development and enable them to make positive decisions in their lives.

Some parents of children with SEN may find it difficult to accept their children’s developing sexuality. Some pupils will be more confused about what is acceptable public behaviour. These children will be given more help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable. We would deliver this as additional 1-1 support through the use of our pastoral learning team.

Teachers may need to be more explicit and plan work in different ways in order to meet the individual needs of children with SEN or learning difficulties. The school will take care not to marginalise relationship and sex education.

Written by:

Donna O’Brien & Amy Husband

December 2021

Next Review Date:

September 2023

Approved by Director:

Signed:

Lois Whitehouse
CEO

Mark Gore
Chair of Standard

Appendices

Appendix 1: Relationships Education

Mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

Taken from 'Relationships Education and Relationships and Sex Education Guidance DFE 2020'

	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"> • That families are important for children growing up because they can give love, security and stability. • 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. • 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. • 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. • 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
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 • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 	

	<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 	
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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults 	
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • 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"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships

	<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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources 	<ul style="list-style-type: none"> • Changing Me • Celebrating Difference
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Appendix 2: Physical health and mental well-being education in Primary schools

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.

Mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

Taken from 'Relationships Education and Relationships and Sex Education Guidance DFE 2020'

	By the end of Primary school pupils should know...	How Jigsaw provides the solution
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. • 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. • 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. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • 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). • It is common for people to experience mental ill health. For many people who do, the problems can 	<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

	be resolved if the right support is made available, especially if accessed early enough.	
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. • 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. • 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. • Why social media, some computer games and online gaming, for example, are age restricted. • 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. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • 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"> • The characteristics and mental and physical benefits of an active lifestyle. • 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. • The risks associated with an inactive lifestyle (including obesity). • 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"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me

	behaviours (e.g. the impact of alcohol on diet or health).	
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 	
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. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • 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"> • How to make a clear and efficient call to emergency services if necessary. • 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"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • 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

TALK PANTS AND YOU'VE GOT IT COVERED!

P RIVATES ARE PRIVATE
Parts of your body covered by underwear are private. No one should ask to see, or touch them. Sometimes doctors, nurses or family members might have to. But they should always explain why, and ask if it's OK first. No one should ask you to touch or look at parts of their body that are covered by underwear.

A LWAYS REMEMBER YOUR BODY BELONGS TO YOU
It's your body, no one else's. No one should make you do things that make you feel embarrassed or uncomfortable. If anyone tries, tell an adult you trust.

N O MEANS NO
You have the right to say 'no' – even to a family member or someone you love. Remember, you're in control of your body and your feelings are important.

T ALK ABOUT SECRETS THAT UPSET YOU
Secrets shouldn't make you feel upset or worried. If they do, tell an adult you trust. You will never get into trouble for sharing a secret that upsets you.

S PEAK UP, SOMEONE CAN HELP
Talk about stuff that makes you worried or upset. An adult you trust will listen, and be able to help. It doesn't have to be a family member. It can be a teacher or a friend's parent – or even ChildLine.

Appendix 5: 'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'



Age 10-11 years, Celebrating Difference, Lesson 2 'Understanding Difference'

This lesson for pupils aged 10-11 on the Equality Act, provides a safe learning environment for children to consider age-appropriately what transgender means. We know that most schools have had questions raised by the end of primary about what transgender means, and in Jigsaw it is introduced in this wider lesson on equality and the law.

The story of Robert/Roberta Cowell is deliberately chosen as this historic figure is removed from the fashion and media hype that influences so much current discussion around transgender. This means that it allows for a more age-appropriate discussion of the difficulties that someone who does not fit into society's stereotypes might feel, and why it is important for people to be protected by law. Its emphasis is on Roberta as a human being and her achievements as well as people's attitudes towards her at the time.

The learning activity in the lesson following the teacher input then broadens out to focus on some of the other protected characteristics in the Equality Act.

Jigsaw provides teacher notes to give ideas of how adults in the classroom could respond to questions on transgender, encouraging teachers to remember that the lesson is focussing on the importance on understanding how important it is to treat people as individuals and that for some this right is written in law, rather than focussing the lesson on the detail of what the term 'transgender' means. Schools can look at these notes and check they fit with their agreed approach to this issue in relation to the needs of the children in the class and the school community.

At no point does Jigsaw relay a 'wrong-body' narrative. Equally at no point does Jigsaw go into detail in terms of transitioning.

Jigsaw pays careful attention to the images it uses in its materials and is mindful of reflecting diversity and not promoting stereotypes, so all children can resonate with what they see.

Distancing techniques are also used in Jigsaw e.g. cartoon characters from the Planet Zarg, enabling learning messages to be free from the risk of stereotyping. This is a consistent approach from age 3 years upwards allowing all children to see themselves and their families and friends represented in our classroom resources and discussions, whatever our differences in our appearance, outlook or of course, gender identity.



Understanding puberty and human reproduction, at primary school, of course needs knowledge of both the male and female body. Jigsaw uses the words: male, female, boy, girl in such lessons and suggests teachers use terminology like 'birth-body' if they deem this is appropriate.

Jigsaw is all about preparing children for the world they live in and supporting them to be happy in their own identity and respectful of others.

April 2021

Jigsaw PSHE is pleased to work in partnership with EACH (Educational Action Challenging Homophobia) and acknowledges the national work and books of its director: Jonathan Charlesworth M.Ed. in supporting Jigsaw's philosophy to value every child.

www.each.education

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Signed:



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Chair of Standards