



Harnham C.E. Junior School

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Harnham Junior School Personal, Social, Health Education (PSHE)
Policy including Relationships Education, Sex Education and Health
Education based on Jigsaw Scheme of Work.

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Safeguarding Statement

At Harnham C of E Junior School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Harnham C of E Junior School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

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1. Aim Personal, Social, Health Education

- 1.1 At Harnham Junior School we value each child as an individual, with a unique potential for learning. We are highly ambitious for our children to become active and engaged citizens as we prepare them for Secondary School and the world beyond education.
- 1.2 We value Personal Social Health Education (P.S.H.E.) as one way to support children’s personal and social development, to enable them to understand and respect who they are, to empower them to be articulate and self confident citizens, to be responsible citizens and to equip them for life and life-long learning. These support the School aims as outlined below:
- 1.3 At Harnham Junior School we aim to be a school to be proud of as we:
 - inspire children and adults to develop self-motivation, resilience and have high aspirations for our own learning and behaviour.
 - provide every child with memorable and fulfilling experiences as a foundation to becoming life-long learners.
 - enable each child to participate fully in society as a responsible, articulate and self-confident citizen.
 - teach, demonstrate and celebrate our School Values, which are underpinned by the Parable of the Good Samaritan – that we should actively treat everyone with love and kindness through positive actions.
 - celebrate perseverance, resilience and risk taking, ensuring children welcome challenge and use mistakes as opportunities to learn, always treating others with care, compassion and kindness.
- 1.4 At Harnham Junior School, we teach Personal, Social, Health Education (P.S.H.E) as a whole-school approach, using the Jigsaw Scheme to support the teaching, and underpin children’s emotional and social development.
- 1.5 The Jigsaw Programme offers a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to the children’s learning in P.S.H.E.
- 1.6 The table below gives the learning theme of each of the six units in the Jigsaw Scheme. 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

A more detailed breakdown by Year Group can be seen in Appendix A.

- 1.7 This Jigsaw Scheme 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(SMSC) development opportunities provided for our children.

2. Aim Health Education

- 2.1 At Harnham Junior School, we define, “health education” as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two.
- 2.2 We aim to teach children about physical health and mental wellbeing to give them the information that they need to make good decisions about their own health and wellbeing.
- 2.3 We aim to enable children to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.
- 2.4 Health Education will cover as outlined in the DFE (2019) Relationships Education, Relationships and Sex Education (RSE) and Health Education; ‘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’.

- 2.5 At Harnham Junior School, we teach Health Education through promoting our School Values (outlined in 1.3) in nurturing emotional and mental health, through our School focus on whole school and group E.L.S.A. work, through Science and P.E. lessons, as well as using P.S.H.E. and the Jigsaw Scheme.
- 2.6 ‘The Healthy Me Unit’ in Jigsaw covers most of the statutory Health Education, with some of the outcomes taught through other units e.g. social skills are taught every lesson through the connect us activity and respect is prompted throughout.
- 2.7 A breakdown of the Healthy Me Unit per Year group is as followed:

Year 3	Understanding exercise and the impact on the heart and lungs; why the heart and lungs are important organs; developing knowledge and attitudes about drugs; personal safety and who to go to for help;; the complexity of the body
Year 4	Understanding friendship groups and how I fit into them; group dynamics and group roles in friendships; smoking and the effects on health; alcohol and the effects on health; peer pressure; developing a clear picture of what I believe to be right and wrong.
Year 5	Understanding smoking and the impact on body organs; alcohol misuse and antisocial behaviour; emergency first aid; body image and peer pressure; eating problems related to peer pressure and body image; making up my own mind about
Year 6	Understanding the impact of foods on energy, comfort and mood; drugs and their effects on the body; evaluating alcohol use; emergency first aid and how to help in an emergency; how to be emotionally well and attitudes towards mental health; recognising stress and it’s triggers and knowing how to manage it.

For more detailed breakdown see Appendix B mapping document which shows exactly how the Health Education in the Jigsaw Scheme, meets the Statutory Health Education requirements.

- 2.8 As part of children’s Health education we will teach children about puberty. This is a statutory requirement which sits within the Health Education part of the DfE guidance (2019) within the ‘Changing adolescent body’ strand. It states that children should know
- key facts about puberty, the changing adolescent body and menstrual wellbeing
 - the main changes which take place in males and females, and the implications for emotional and physical health.
- This is taught through the Jigsaw ‘Changing Me’ unit.

Year 3	Outside body changes	How our bodies need to change so they can make babies when we grow up – outside changes and how we feel about them
	Inside body changes	How our bodies need to change so they can make babies when we grow up – inside changes and how we feel about them (animations used – shorter version Female and Male Reproductive Systems)
Year 4	Girls and puberty	How a girl’s body changes so that she can have a baby when she’s an adult – including menstruation (animations used – the Female Reproductive System)

Year 5	Puberty for girls	Physical changes and feelings about them – importance of looking after yourself (animations used – the Female Reproductive System)
	Puberty for boys	Developing understanding of changes for both sexes – reassurance and exploring feelings (animations used – the Male Reproductive System)
Year 6	Puberty	Consolidating understanding of physical and emotional changes and how they affect us (animations)
	Girl talk / boy talk	A chance to ask questions and reflect (animations used – the Female and Male Reproductive Systems)

3. Aim Relationships and Sex Education (RSE)

- 3.1 At Harnham Junior School we define “Relationships and Sex Education” as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.
- 3.2 The Relationships Education, RSE, and Health Education (England) DFE Regulations 2019 have made Relationships Education compulsory in all primary schools.
- 3.3 Relationships Education covers the outcomes ; ‘Families and people who care for me’, ‘Caring friendships’, ‘Respectful relationships’, ‘Online relationships’, and ‘Being safe’, as outlined in the DFE (2019) Relationships Education, Relationships and Sex Education (RSE) and Health Education
- 3.4 We value Relationship Education as prompting our School Values (outlined in 1.3) by encouraging an understanding of their own personal identity, self-worth and an appreciation of other individuals and diversity within society.
- 3.5 Through teacher led discussions and knowledge based lessons, we aim to enable each child to to act as responsible, articulate and self-confident citizens. We encourage children to ask and explore questions.
- 3.6 We aim to encourage children to always treat others with care, compassion and kindness, and teach children to appreciate that there are many types of family composition and that each is important to the children involved.
- 3.7 These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).
- 3.8 We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people , criminal damage to property, hate crime, terrorism or illegal use of drugs.

- 3.9 We create a positive culture around issues of sexuality and relationships.
- 3.10 A breakdown of the Relationship Element taught throughout the Year group is as followed:

Year 3	Family roles and responsibilities, friendships and bullying, keeping myself safe, being a global citizen, celebrating my web of relationships, different types of families including same gender, (LGBT+ could start to be discussed from this year group, although lessons do not cover this topic explicitly)
Year 4	Relationship web, love and loss, memories, special animals, special pets, celebrating relationships with people and animals, judging others, differences and equality including bullying
Year 5	Recognising 'me', getting on and falling out, girlfriends and boyfriends, relationships and appropriate use of technology, building on our values, discrimination and different types of bullying including racism, cultural discrimination, rumours
Year 6	Relationship web, love and loss, power and control, peer pressure, being safe with technology, exploring what is normal and the concept of individuality, make up of society

For more detailed breakdown see Appendix B mapping document which shows exactly how the Health Education in the Jigsaw Scheme, meets the statutory Relationships and Health Education requirements.

- 3.11 All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.
- 3.12 As stated in 2.8 of this policy, as part of the DfE (2019) statutory requirement of the Health Education of P.S.H.E. we will teach children about puberty. It states that children should know :
- key facts about puberty, the changing adolescent body and menstrual wellbeing
 - the main changes which take place in males and females, and the implications for emotional and physical health.
- 3.13 Each school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, 'Sex Education is not compulsory in primary schools'. (p. 23)
- 3.14 At Harnham Junior School, we believe children should understand the facts about human reproduction, in line with research undertaken on the benefits of improving scientific knowledge earlier to reduce stigma and to equip children for the compulsory secondary curriculum, before they leave primary school.
- 3.15 At Harnham Junior School, we define sex education as referring to Human Reproduction. This will be taught through the Jigsaw Changing Me Unit in the Summer Term and can be seen highlighted in grey below.

Year 3	Outside body changes	How our bodies need to change so they can make babies when we grow up – outside changes and how we feel about them
	Inside body changes	How our bodies need to change so they can make babies when we grow up – inside changes and how we feel about them (animations used – shorter version Female and Male Reproductive Systems)
Year 4	Having a baby	The choice to have a baby, the parts of men and women that make babies and – in simple terms – how this happens (animations used – the Female Reproductive System)
	Girls and puberty	How a girl’s body changes so that she can have a baby when she’s an adult – including menstruation (animations used – the Female Reproductive System)
Year 5	Puberty for girls	Physical changes and feelings about them – importance of looking after yourself (animations used – the Female Reproductive System)
	Puberty for boys	Developing understanding of changes for both sexes – reassurance and exploring feelings (animations used – the Male Reproductive System)
	Conception	Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life (animations used – the Female and Male Reproductive Systems)
Year 6	Puberty	Consolidating understanding of physical and emotional changes and how they affect us (animations)
	Girl talk / boy talk	A chance to ask questions and reflect (animations used – the Female and Male Reproductive Systems)
	Conception to birth	The story of pregnancy and birth (animations used – the Female and Male Reproductive Systems)

For more detailed breakdown see Appendix B mapping document which shows exactly how the Health Education in the Jigsaw Scheme, meets the statutory Relationships and Health Education requirements.

- 3.16 As can be seen from the table above, Sex Education is taught In Year 4 Having a baby lesson, in Year 5 in the Conception lesson and in Year 6 Conception and birth.
- 3.17 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.

- 3.18 Parents should also be aware that the Church of England states in “Valuing All God’s Children”, 2019, that Relationships and Sex education 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.”*
- 3.19 Parents have the right to request their child be withdrawn from some or all of the sex education P.S.H.E. lessons. (DFE Guidance Page 17). Parents are to fill in the parent form titled ‘Withdrawal from Sex Education within RSE’. This can be seen in appendix C.
- 3.20 The school will inform parents of this right, before the unit is taught.
- 3.21 At Harnham Junior School sex education forms a part of wider teaching about relationships, which is taught as part of our P.S.H.E. programme, School Values and Conduct and through Collective Worship.
- 3.22 Sensitivity and respect will be shown to all children when teaching about personal relationships and sex education and RSE is taught in a way to ensure that there is no stigmatization of children based on their home/personal circumstances.
- 3.23 The age and development of pupils is always considered when delivering sex education.
- 3.24 RSE is not about the promotion of sexual activity.

4. Legislation and Guidance - Statutory Relationships and Health Education

- 4.1 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 P.S.H.E. 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.
- 4.2 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. It also makes Health Education compulsory in all schools except independent schools.
- 4.3 “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

- 4.4 "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
- 4.5 " All schools must have in place a written policy for Relationships Education and RSE."
DfE Guidance p.11
- 4.6 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 P.S.H.E., as our chosen teaching and learning programme and tailor it to the children's needs.
- 4.7 Appendix B , a 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.
- 4.8 Jigsaw's programme's complimentary update policy ensures the School is supported using the most up to date teaching materials.
- 4.9 This Jigsaw Scheme of work is informed by: [DfE guidance on Relationships, Sex and Health Education](#).

Preventing and tackling bullying (including cyber-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, March 2013 and Keeping Children Safe in Education, 2018](#)) and equality ([Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2018](#)).

- 4.10 It is also aligned with the Church of England's "[A Charter For Faith Sensitive and Inclusive Relationship Education Relationships and Sex Education \(RSE\) and Health Education \(RSHE\)](#)" and 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). [Layout 1 \(churchofengland.org\)](#)

5. Roles and Responsibilities

- 5.1 The Governing body is responsible for
- ensuring all pupils make progress in achieving the expected educational outcomes.
 - ensuring the curriculum is well led, effectively managed and well planned.
 - evaluating the quality of provision through regular and effective selfevaluation.
 - ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
 - providing clear information for parents on subject content and their rights to request that their children are withdrawn.
 - Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- 5.2 The Headteacher is responsible for:
- the overall implementation of this policy.
 - ensuring staff are suitably trained to deliver the subjects.
 - ensuring that parents are fully informed of this policy.
 - reviewing requests from parents to withdraw their children from the subjects.
 - discussing requests for withdrawal with parents.
 - alongside the PSHE coordinator report to the governing board on the effectiveness of this policy.
 - alongside the PSHE coordinator review this policy on an annual basis
- 5.3 The P.S.H.E. coordinator is responsible for:
- overseeing the delivery of the subjects.
 - ensuring teachers are provided with adequate resources to support teaching of the subjects.
 - ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
 - ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
 - working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
 - monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher and Governors.
 - alongside the Headteacher report to the governing board on the effectiveness of this policy.
 - alongside the Headteacher reviewing this policy on an annual basis
- 5.4 Class teachers deliver the PSHE lessons to their own classes. They are responsible for:
- delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
 - using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils. They will adapt the Jigsaw Scheme of work to suit the individual needs of the children and to link in with other topic areas.
 - ensuring they do not express personal views or beliefs when delivering the programme.

- modelling positive attitudes to relationships, sex and health education. responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
 - liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
 - using their knowledge of the children to ensure necessary adjustments and additional support are given when teaching content, as is deemed appropriate.
 - working with the relationships, sex and health education subject leader to evaluate the quality of provision.
 - alongside the Headteacher reviewing this policy on an annual basis.
 - Monitor progress.
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- Staff are trained in the delivery of RSE as part of their continuing professional development.
 - Staff do not have the right to opt out of teaching RSE.
 - Staff who have concerns about teaching RSE are encouraged to discuss this with the Head Teacher.

5.5 The SENCO is responsible for:

- advising teaching staff how best to identify and support pupils' individual needs.
- advising staff on the use of TAs in order to meet pupils' individual needs.
- liaising with parents of children with SEN issues

6. Consultation with parents

- 6.1 The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. We understand how important parents' views are in shaping the curriculum.
- 6.2 The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum.
- 6.3 Parents are provided with the following information:
- the content of the relationships, sex and health curriculum
 - the delivery of the relationships, sex and health curriculum, including what is taught in each year group
 - the legalities surrounding withdrawing their child from the subjects
 - the resources that will be used to support the curriculum
- 6.4 The school aims to build positive relationships with parents. Each Year, parents will be invited to attend a Year Group meeting which will discuss the content in Sex Education and allow parents to ask questions.
- 6.5 The full P.S.H.E. curriculum is published on the website for parents to view.
- 6.6 Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

7. Delivery of Curriculum

- 7.1 The relationships, sex and health curriculum will be delivered as part of our P.S.H.E. curriculum.
- 7.2 At Harnham Junior School we mainly allocate an afternoon session to P.S.H.E. each week in order to teach the P.S.H.E. knowledge and skills in an inclusive, developmental and age-appropriate way. There are times that P.S.H.E. lessons will be blocked, and that the unit may be covered over a week or two weeks.
- 7.3 We make sure children learn about these topics in a way that is appropriate for them, which may include whole class, small group or 1:1 discussions.
- 7.4 Through effective organisation and delivery of the subject, and by using the Jigsaw Scheme to support the teaching of PSHE we will ensure that:
- core knowledge is sectioned into units of manageable size.
 - the required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
 - teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations
- 7.5 These P.S.H.E. lessons are reinforced and enhanced in many ways:
- through our Collective Worship Themes and our reflection areas in each class
 - our School Values of F.A.I.T.H
 - our School Rules and PSHE and C Learning Charter
 - through building secure relationships child to child, adult to child and adult to adult across the school.
- 7.6 The school ensures that all teaching and materials are inclusive and appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. We use the Jigsaw scheme and resources which are aligned with the teaching requirements set out in the statutory RSE guidance.
- 7.7 Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 7.8 Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.
- 7.9 Classes will not be taught in gender-segregated groups, but will be taught as a whole class.
- 7.10 Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.

- 7.11 Questions that are asked by pupils that relate to content taught in older year groups, will not be covered, and teachers will manage such content and questions by telling pupils that this will be covered when they are older and to discuss it with their parents. Where appropriate the class teacher will inform the parents of the questions asked.
- 7.12 Any resources or materials used to support learning will be formally assessed by the P.S.H.E. coordinator before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.
- 7.13 Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- 7.14 Pupils are not taught about LGBTQ+ explicitly. However, Relationship Education covers the diversity of relationships which may include some of these groups from Year 3 onwards. The DfE guidance states that when learning about different families, care should be taken to avoid stigmatisation of children based on their home circumstances. It also reaffirms the duty for schools to comply with the Equality Act, where sexual orientation and gender-reassignment are two of the nine protected characteristics.
- 7.15 In one lesson for 10-11-year olds, children are introduced to the word 'transgender' so they understand what it means. This lesson has a focus on prejudice and discrimination where a transgender example is used. The Equality Act is also explained in an age-appropriate way (Appendix E)
- 7.16 At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.
- 7.17 Whilst there are no formal examinations for the relationships, sex and health curriculum, the school will undertake informal assessments to determine pupil progress.

8. Equalities

- 8.1 This policy will inform the School's Equalities Plan.
- 8.2 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.
- 8.3 Inclusive P.S.H.E. 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)

- 8.4 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.”
- 8.5 “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)
- 8.6 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).
- 8.7 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”.
- 8.8 This also has an impact on anti-bullying policies in regard to these characteristics being the reason for the issue. The Church of England document “Valuing all God’s Children”, 2019, states: “Schools should ensure that they have clear anti-bullying policies on preventing and tackling homophobic, biphobic and transphobic behaviour and language and that these policies are known and understood by all members of the school community. School leaders should present a clear message that HBT bullying will not be tolerated and that there can be no justification for this negative behaviour based on the Christian faith or the Bible. Schools should ensure that pupils understand how to report incidents. Pupils should be confident that if they report bullying it will be taken seriously.”
- 8.9 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.

9. Monitoring and Reviewing

- 9.1 SLT and PSHE coordinator review policy to ensure it includes all relevant and national guidance.
- 9.2 Staff consultation – Staff are consulted annually and given the opportunity to look at the policy and make recommendations.
- 9.3 The Curriculum Committee of the governing body monitors the P.S.H.E. policy on an annual basis.

- 9.4 The Curriculum committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.
- 9.5 The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments.
- 9.6 Governors require the headteacher to keep a written record, giving details of the content and delivery of the RSE programme that is taught in your school. Governors should scrutinise materials to check they are in accordance with the school's ethos.
- 9.7 Parents and carers have the right to see sample materials used within the teaching of P.S.H.E. and can do so by prior appointment with a member of staff, or at any open evening the school chooses to hold about this curriculum area. 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.
- 9.8 There are opportunities for pupil voice regarding the PSHE curriculum to be shared with the PSHE subject lead. This is routine as part of the monitoring and reviewing cycle for subject leadership.

10. Confidentiality and Child Protection

- 10.1 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, they will advise the named Designated Safeguarding Lead (DSL), Mr Coles, the Head teacher, Miss Fletcher or Mrs Quartley who will take action as laid down in the Safeguarding and Child Protection Policy. All staff and Governors are to be familiar with the policy. The child concerned will be informed that confidentiality is being breached and the reasons why explained.

Appendix outlined:

Jigsaw PSHE documents needed to explain this policy:

Appendix A Overview Jigsaw Scheme

Appendix B Jigsaw Scheme Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios 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 a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take 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 Transition

Appendix B

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

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

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	<ul style="list-style-type: none"> • H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. • H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they 	<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

	<p>are worried about their own or someone else’s mental well-being or ability to control their emotions (including issues arising online).</p> <ul style="list-style-type: none"> • H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	
Internet safety and harms	<ul style="list-style-type: none"> • H11 that for most people the internet is an integral part of life and has many benefits. • H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. • H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • H14 why social media, some computer games and online gaming, for example, are age restricted. • H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • H17 where and how to report concerns and get support with issues online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me
Physical health and fitness	<ul style="list-style-type: none"> • H18 the characteristics and mental and physical benefits of an active lifestyle. • H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • H20 the risks associated with an inactive lifestyle (including obesity). • H21 how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me

Healthy eating	<ul style="list-style-type: none"> • H22 what constitutes a healthy diet (including understanding calories and other nutritional content). • H23 the principles of planning and preparing a range of healthy meals. • H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 	
Health and prevention	<ul style="list-style-type: none"> • H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • H31 the facts and science relating to immunisation and vaccination 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Basic first aid	<ul style="list-style-type: none"> • H32 how to make a clear and efficient call to emergency services if necessary. • H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Changing adolescent body	<ul style="list-style-type: none"> • H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • H35 about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Changing Me • Healthy Me

