



## **PSHE (Personal, Social, Health Education) Policy including RSE (Relationships, Sex and Health Education) 2024**

### **Policy Review**

This policy will be reviewed every three years (or sooner if necessary) in full by the Governing Board.

The policy was approved In February 2024.

It is due for review in the spring term 2025.

## Context

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.

RSE became a statutory component of the curriculum in September 2020 and the school is required to advise parents of how this is included in the curriculum, and which aspects they have a right to withdraw pupils from.

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## PSHE

At Windhill21 School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. PSHE is covered through discrete lessons, ad-hoc discussion of events and situations they may experience or observe and within other curriculum areas; for example, reading and outdoor education.

The Jigsaw Programme is followed in all classes to deliver timetabled PSHE and RSE sessions. The scheme offers us a comprehensive, carefully thought-through scheme of work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website.

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

"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

Here, at Windhill21 School, we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE programme.

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

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

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

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

## What do we teach when and who teaches it?

### Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
<b>Autumn 1:</b>	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.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	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
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Windhill21 School we allocate approximately 40 minutes to PSHE each week in KS1 & 2 in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. For some aspects of the PSHE curriculum, more time will be allocated. The time may be spread across the week, or as a single session.

These explicit lessons are reinforced and enhanced in many ways in whole school and individual classroom contexts. For example:

- Assemblies and collective worship
- House team praise and reward system
- Learning Charter
- 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.

Class teachers deliver the weekly lessons to their own classes.

## Relationships Education

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

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

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

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

## Health Education

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

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

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

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

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

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

## Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

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

At Windhill21 School, we believe children should understand the facts about human reproduction and that RSE needs to start early in primary school so pupils can learn about their bodies, recognise uncomfortable or unsafe situations and know how to report them. It is vital for safeguarding that pupils possess appropriate language to describe private parts of their body and Ofsted have raised concerns about primary schools failing to teach correct names for sexual parts of the body. Many pupils start puberty while in primary school so it is important they understand what these changes are and that they are aware of them before the physical signs start to occur.

## Parents' right to request their child be excused from Sex Education

**"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education"**

**DfE Guidance p. 17**

Prior to teaching the RSE curriculum to each cohort, parents will be informed at the beginning of the summer term. This may include offering parents the opportunity to come and view the teaching resources that will be used.

Parents are able to withdraw pupils from the PSHE part of the RSE curriculum but not the mandatory Science curriculum. In this circumstance the school would offer a meeting with the class teacher and Head Teacher. If parents choose to withdraw their child(ren) the school would strongly encourage the parents to teach the missed RSE content in the home environment. The school would support parents to do this by providing resources and copies of any materials used in the school.

## Aspects that parents cannot withdraw pupils from

At Windhill21 School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit), and we conclude from the DfE Guidance that sex education refers to Human Reproduction.

In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach the majority within our Science curriculum, not within PSHE or Relationships and Sex Education as we believe this is most appropriate for our children. A summary of content specifically associated with reproduction within the science curriculum is detailed below.

As the science curriculum is statutory for all pupils, the parent right to withdraw their child from this teaching is not applicable to this content. We are of course happy to discuss the content of the curriculum and invite you to contact the class teacher and/or headteacher to discuss any specific concerns.

Some units of the Changing Me puzzle within the Jigsaw scheme will further develop children's understanding and therefore will inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this.

e.g.

- Year 4, Lesson 2 (Having a baby)
- Year 5, Lesson 4 (Conception)
- Year 6, Lesson 3 (Conception, birth)

Changing Me is always taught in the final term of the academic year. The school will inform parents of this right to withdraw by providing a summary of content to be covered within the changing me puzzle in the spring term.



## Science Curriculum related to RSE

The Science Curriculum, as part of the National Curriculum is statutory, and therefore your child cannot be withdrawn from this part of the curriculum. The following table highlights the Science Curriculum relevant to RSE.

KEY STAGE 1	Notes
<p>Year 1 + 2</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Describe how seeds and bulbs grow into mature plants</p> <p>Notice that animals, including humans, have offspring which grow into adults</p>	<p>The National Science curriculum does not state that we should specifically teach the names of genitalia. However, at Windhill21 School, we believe it is important to teach these terms alongside other human body terms. Pupils will be taught the names of the external genitalia and know the differences between boys and girls. Pupils will be taught correct names as agreed in this policy. This will not be mandatory as it is not within the remit of the Science curriculum and parents <b>may</b> ask that their child is <b>not</b> asked to label genitalia.</p> <p>Recognising growth in plants, helps children to relate this to humans</p> <p>The focus is on recognising growth and pupils are not expected to understand reproduction</p>
KEY STAGE 2	
<p>Year 3 and 4</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p>Children will learn through plants important vocabulary that will help in future learning about humans and reproduction</p>
<p>Year 5 (&amp; 6)</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p>Describe the changes as humans develop to old age.</p>	<p>Pupils should find out about different types of reproduction, including sexual and asexual.</p> <p>Pupils should learn about the changes experienced in puberty. This could be introduced earlier if relevant to the pupils' needs.</p>

## Terminology we will teach for genitalia

It is vital for safeguarding that pupils have language to describe private parts of their body. The relevant terms that will be taught to Year 1 pupils are:

- penis;
- testicles;
- vulva (external female genitalia);
- vagina (opening to the female internal genitalia); and
- breasts.

By teaching these terms at an early age along with other external body parts we seek to normalise the names. As stated above this will not be mandatory, but we strongly encourage parents not to withdraw pupils from this. Parents should refer to the section on “Notice of RSE teaching and right to withdraw pupils” for more information.

Pupils will also be taught through the NSPCC ‘underwear rule’, in annual assemblies and through the display of posters around the school, using the mnemonic PANTS:

**P**rivates are private  
**A**lways remember your body belongs to you  
**N**o means no  
**T**alk about secrets that upset you  
**S**peak up, someone can help

The following link provides details:

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

## Faith groups

Where children are known to come from a faith background which may affect the teaching of RSE, teaching staff should in advance consult with the parents. Parents are encouraged to make any concerns or sensitivities known to their child’s teacher. The statutory parts of the Science curriculum cannot be withdrawn from on the grounds of faith or philosophical objections.

## Equality

### **This policy will inform the school’s Equalities Plan.**

The DfE Guidance 2019 (p. 15) states, “Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...

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

At Windhill21 School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

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

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

## Pupils with Special Educational Needs or Disabilities

The SRE Guidance (DfEE 2000) states that: *Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationships education. Sex and relationships education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives.*

All staff including ancillary staff, physiotherapists, nurses and carers as well as teachers should follow the school's RSE policy when working with pupils with special educational needs and learning difficulties.

Parents of children with special educational needs or disability appreciate openness and support from the school with regard to RSE. Teachers are encouraged to support parents by lending resources and addressing RSE before it becomes an issue particularly with regards to puberty. RSE should be included in pupil's annual review with their parents and carers.

It is important that all pupils are given opportunities to discuss sexual matters with someone other than families or friends. Class-based RSE is not an appropriate place to discuss personal issues and ground rules are used to establish clear boundaries in lessons. All pupils should be aware of the procedure of how they can talk about personal issues in confidence. (Please see Confidentiality section)

All pupils will be included in RSE. The programme needs to be flexible and teachers will need to adjust methods of teaching and resources according to the needs of each individual pupil with learning difficulties. Students with profound and multiple learning difficulties should not be excluded and using appropriate methods they can experience most of the basic content of RSE such as self-awareness, gender awareness, body recognition and privacy. It is also important to ensure that resources used are inclusive and provide positive images of disabled children.

Public and private are often difficult concepts to grasp for many children with learning difficulties. Misunderstanding can lead to inappropriate behaviour and render them vulnerable and unsafe. Special effort will be required to teach this important concept. It is also important that children are provided with privacy so that they can genuinely experience it. This is even more important in children with SEND issues as privacy is often lacking.

All teaching staff who teach children with special educational needs or disability should ensure they read the leaflet from the Sex Education Forum – Factsheet 32. This also provides valuable information on possible resources.

## External visitors

If external visitors contribute to the RSE programme they should have the right skills and experience to make a unique contribution and to add value. They should enhance teacher-led RSE not act as substitute for the teacher. It is important to establish that external visitor's values are in keeping with the ethos and values of the school and that they use facts and evidence to inform their teaching.

It is never acceptable for pupils to be provided with inaccurate or misleading information about any issue. External visitors also need to comply with the school RSE policy and the other linked policies relevant to this (see linked policies). Student teachers who participate in RSE in any way should also be aware and comply with these policies. Prior to external organisation visits, parents will receive information on content.

External visitors that the school may regularly use to contribute to RSE include:

- Crucial Crew
- Magistrate visit
- NSPCC
- E-Safety speakers

## Ground rules / Difficult questions

It is essential that young people feel safe and supported when learning about sensitive issues such as puberty and sexual health. Ground rules will be developed with each class or year group prior to RSE teaching. The ground rules will be displayed during each RSE lesson and referred to at the beginning of lessons and as required throughout.

Examples of ground rules/distancing techniques and how to deal with difficult questions can be found in the key documents 1 and 4 under the heading “How this policy was produced?” and teaching staff should be familiar with these.

A question box can be provided during RSE to allow pupils to ask questions in confidence. This also allows the teacher to ensure the appropriateness of the question.

## Confidentiality and Safeguarding

RSE may trigger thoughts of a personal nature, however class-based RSE is not an appropriate place to discuss these. The responsibility of staff is described in ‘Section 8 - Confidentiality’ of the ‘Code of Conduct for Staff and Other Adults’ and in ‘Section 9 - Dealing with disclosures from children’ of the Child Protection Policy.

Staff need to be aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Designated Safeguarding Lead in line with the Child Protection Policy. A member of staff cannot promise confidentiality if concern exists.

All pupils should be made aware, prior to any RSE teaching, that if they have concerns of a personal nature they wish to discuss they can do this, after the lesson. It should also be made clear at this point that they cannot promise to keep this information confidential. This can be explained within the introduction to a lesson, for example, as follows:

**“In this lesson/activity, we will talk about things that might be quite private or personal. While we talk today, some of the things we talk about might make you think about or want to talk about a problem that you have. You don’t have to share private or personal things with the group, but if you want to talk to me or another adult after the lesson you can. We also have a question box. If you have any questions (or worries) you can write them down and post them in the box for me to see. Teachers know people who can help with all sorts of problems if we can’t do it ourselves.”**

The question box can be used to ask difficult questions or be used by a child to highlight the fact they want to discuss something in private, without bringing attention to themselves during or after a lesson.

The Code of Conduct for Staff and Other Adults and Child Protection Policies will be made available to parents, pupils and outside visitors.

## Contraception

Contraception will be introduced to the curriculum in Year 6. It is not necessary for pupils to be taught about all the different methods of contraception. However, as part of teaching about disease and the prevention of unwanted pregnancies, contraception will be discussed. This will include a definition of contraception and reference to condoms and the oral contraceptive pill. It will be taught that condoms and the oral contraceptive pill are used together in order to prevent pregnancy and to prevent sexually transmitted diseases.

## Female Genital Mutilation

Staff should be aware of the risk of female genital mutilation (FGM). FGM is illegal in the UK. For the purpose of the criminal law in England and Wales, FGM is mutilation of the labia majora, labia minor or clitoris (external genitalia).

**FGM is an unacceptable practice for which there is no justification.** It is child abuse and a form of violence against women and girls.

Legislation requires teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

Further information regarding FGM and how to report it can be found at: [www.forwarduk.org.uk](http://www.forwarduk.org.uk) or the Home Office Document: Mandatory Reporting of Female Genital Mutilation – procedural information.

Children should be made aware at all stages of RSE teaching how to get help if they are worried or scared. If they feel they cannot talk to a teacher, parent/carer or other responsible adult then they should know that they can contact CHILDLINE confidentially. Teachers and the Head Teacher should ensure that children know how to access CHILDLINE either by telephone or via the internet.

## Pornography and Sexting

As part of the school's RSE and E-safety programme it is important that children are taught about the dangers of sexting and what to do if they come across inappropriate images.

With access to the internet, children come across inappropriate images much more frequently. Pornography is defined as "printed or visual material intended to stimulate sexual excitement". Children may access this accidentally, deliberately or through a friend or sibling.

At Windhill21 School children will be taught, through E-safety sessions, that if they see anything online or otherwise that makes them feel uncomfortable or frightened they should report this to a responsible adult. They need to feel secure and that they will not get into trouble. Our E-safety sessions also highlight to parents the dangers of the internet and how they can help to keep their children safe at home and support their children to come to them with any concerns.

Children will also be taught through our RSE programme about body image, consent and gender as well as the importance of being in loving and respectful relationships.

Children live in a culture where technology and social media are important and allow increased opportunity for sharing personal information. "Sexting" is the term used by adults referring to sexual content and images sent by mobile phones or other digital methods. Young people may use their own terms such as: nudes, selfies or fanpics. Sexting is commonplace among children and young people. Children do not usually see it as a problem and are reluctant to speak to adults for fear of being judged or having their mobile phones taken away.

It is important that children are made aware of the dangers of "sexting". The NSPCC highlights these dangers as:

- It is not harmless – it can have negative implications for everyone involved
- It is illegal
- There is no control of images and how they are shared
- It makes individuals vulnerable to bullying, blackmail and harm

In Year 6, children will be taught about sexting and its possible consequences.

Parents are also encouraged to talk to their children about inappropriate images and sexting. Further information can be found on the NSPCC website and via the CEOP (Child Exploitation Online Protection) 'Think you know' programme website found at [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk). Regular E-safety sessions at the school will also provide education for parents and children.

## Role of the Headteacher

It is the responsibility of the Headteacher to ensure that staff and parents/carers are informed about the RSE policy and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues including homophobic, biphobic and transphobic bullying. The Head Teacher is responsible for any external agencies/visitors who may contribute to RSE education and the need to ensure that they are aware of the school policy and work within its framework.

The Headteacher monitors the effectiveness of this policy regularly and reports to the Curriculum governor/the governing body, when required, on its effectiveness.

## Monitoring and Review

The Governing Body monitors this policy on an annual basis and this falls within the remit of the nominated curriculum governor. The curriculum governor reports their findings and recommendations to the full governing body, as necessary, if the policy needs modification.

The governing body gives serious consideration to any comments from parents about the PSHE (RSE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

## Links to other policies

This policy is linked with the following policies:

- Behaviour and Relationships Policy
- Child Protection and Safeguarding Policy
- Code of Conduct for Staff and other adults
- Online Safety Policy
- SEND Policy

## **Jigsaw PSHE supplementary documents needed to explain this policy:**

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



## Relationships Education in Primary schools (Appendix) – DfE Guidance 2019

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

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

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



<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>• R7 how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</li> <li>• R10 that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed</li> </ul>	
<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>• R12 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• R13 practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• R14 the conventions of courtesy and manners</li> <li>• R15 the importance of self-respect and how this links to their own happiness</li> <li>• R16 that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• R17 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• R19 the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>	
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• R20 that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• R21 that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> </ul>

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

## 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:

	<b>Pupils should know</b>	<b>How Jigsaw provides the solution</b>
<b>Mental wellbeing</b>	<ul style="list-style-type: none"><li>• H1 that mental wellbeing is a normal part of daily life, in the same way as physical health.</li><li>• 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.</li><li>• 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.</li><li>• H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li><li>• H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li><li>• H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li><li>• 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.</li><li>• H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li><li>• H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).</li></ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"><li>• Healthy Me</li><li>• Relationships</li><li>• Changing Me</li><li>• Celebrating Difference</li></ul>

	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• H11 that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• 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.</li> <li>• H14 why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• H17 where and how to report concerns and get support with issues online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy Me</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• H18 the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• H20 the risks associated with an inactive lifestyle (including obesity).</li> <li>• H21 how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• H22 what constitutes a healthy diet (including understanding calories and other nutritional content).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p>

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