

St John's C of E VA First School

Personal, Social, Health and Economic (PSHE) education and Statutory Relationships and Health Education (RSHE) Policy



'Together we have roots to grow and the wings to fly.'

This policy should be taken as part of St. John's C. of E. First School's overall strategy and is implemented within the context of our vision of Government aims and our values as a Church of England School.

Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual	February 2024	Deputy Headteacher	February 2025

Ratification

Role	Name	Signature	Date
Chair of Governors	Claire Levene Plumb	CLAIRE LEVENE PLUMB	
Head Teacher	Joanna Greathead	JOANNA GREATHEAD	
DSL	Nicole Simenton	NICOLE SIMENTON	

Details of Policy Updates

Date	Details

Introduction

At St. John's CofE VA First School we teach PSHE and Statutory Relationships and Health Education (RSE) curriculum in the context of the school's core values, vision and Christian ethos, as appropriate to the age of our pupils. Through our school core values and PSHE/ RSE themes, we aim to foster and develop the whole child socially, emotionally, physically and spiritually to enable them to be the best they can be.

We believe that PSHE and RSE is an integral part of every child's entitlement to receive a well-rounded education which encourages personal safety, health and well-being. Our PSHE and RSE curriculum also develops a sense of personal identity and belonging to our school community and the wider community.

At St. John's CofE VA First 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 believe that effective RSE is essential if our pupils, as they grow, are able to make responsible and well informed decisions about their lives. Biological aspects of RSE are taught within the science curriculum, this enables us to present RSE as part of a child's full and rounded development.

'To be effective, RSE should be taught within a broader PSHE education programme. RSE enhances and is enhanced by learning related topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.' (PSHE Association 2018).

At St. John's C of E VA First School we use the **Jigsaw, the mindful approach to PSHE** programme which delivers a comprehensive PSHE and RSE programme.

Context

The government have made Statutory Relationships, Sex and Health (RSE) Education compulsory in all state funded schools from September 2020.

The Government recognise that "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". (DfE guidance 2020).

As a First School, we must provide RSE to all pupils. In teaching RSE, we must have regard to government guidance. We are also committed to building an inclusive community and we ensure that issues are taught in a way that does not subject children to discrimination.

We will ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive Relationships Education will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.

Our PSHE and RSE curriculum:

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

PSHE

At St. John's C of E VA First School, we teach PSHE as a whole-school approach to underpin children's development as people and because we believe that this also supports the children's learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen in **Appendix 1** and on the school website.

The Jigsaw Programme 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, Sex and Health (RSE) Education

At St. John's C of E VA First School, we include statutory Relationships, sex and Health Education (RSE) within our whole-school PSHE Programme.

PSHE and RSE will promote self-esteem and emotional health and wellbeing and help children form and maintain relationships, based on respect for themselves and for others, at home, at school and in the community. We will cherish and celebrate diversity by valuing and respecting differences in people's age, ethnicity, nationality or national origin, language, religion or belief, culture, gender identity, sexuality, physical and mental (dis)ability, special educational needs, socio-economic background or (dis)advantage.

Relationships Education

The DfE states that Relationships Education by the end of KS2 (Year 6) will have included:

- Families and people who care for the pupil
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Full details of this can be found in **Appendix 2**.

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.

As a Church School, we have considered the "Valuing All God's Children" document (2019), which states 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."*

Physical health and mental wellbeing education

The DfE states that Health and Education by the end of KS2 (Year 6) will have included:

- Mental well-being 5
- Internet safety and harms
- Physical health and fitness
- Healthy eating

- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent bodies.

Full details of this can be found in **Appendix 3**.

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.

In the Jigsaw Programme this is taught as part of the *Changing Me* Puzzle unit. As a First School, we only cover the curriculum requirement for reception – year 4; other requirements for teaching puberty and sex education are covered in later Key Stage 2 (years 5 and 6) and in Key Stages 3 and 4. Full details of the Jigsaw RSE Content from year 1 to year 4 can be found in **Appendix 4**.

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.

Aims and Objectives

At St. John's C of E VA First School, we aim to closely link our school ethos of 'Together we give our children the roots to grow and wings to fly' and our Christian values to our teaching and learning in PSHE and RHE. We also link PSHE/RHE to Christian Festivals, faith weeks, events in our local community and also national/world events.

Our School Values are reflected in all our learning:

- Learning to gain **wisdom**
- Uniqueness to show dignity and **respect**
- Life to have **hope**
- Responsibility to gain **self-control** (patience)
- Community to build **friendship**
- Courage to **persevere**

Term	Christian Value	PSHE/RHE Jigsaw Theme	Christian Festivals / Significant Festivals from other faiths Local / National / World Events
Autumn 1	Learning to gain wisdom	Being Me in my World	Harvest (Thankfulness) Begin School Payer (add a line each term) World Smile day
Autumn 2	Uniqueness to show dignity & respect	Celebrating Difference	Remembrance Anti-Bullying Lantern Parade Advent/Christmas Diwali Children in need
Spring 1	Life to have hope	Dreams and Goals	The Lord's Prayer Christingle Chinese New Year Comic/Sport Relief
Spring 2	Responsibility to gain self-control (patience)	Healthy Me	Window 'Wanderland' Lent / Easter Holi
Summer 1	Community to build friendship	Relationships	Well Dressing (Feast of St Aldhelm) Pentecost Eid May Day

Summer 2	Courage to persevere	Changing Me	St John's day Summer Olympics/ Commonwealth Games Glastonbury Festival
---------------------	----------------------	-------------	---

Faith Weeks

A 2020-2021	B 2021-2022	C 2022-2023	D 2023-2024	E 2024-25
Love	Trust	Joy	Peace	Love
Forgiveness (Justice)				

Our school rules – The 5 Bs

- ❖ Be respectful
- ❖ Be kind and gentle
- ❖ Be careful
- ❖ Be responsible
- ❖ Be the best you can be

Curriculum Organisation and Planning

At St. John's C of E VA First School, PSHE (which includes Relationships and Sex Education) is taught weekly through a planned programme of work that follows the Jigsaw PSHE programme. Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. As a First school, we use the units of work from Reception to Year 4. The way the Jigsaw Programme covers these areas is explained in the Jigsaw mapping document in **Appendix 1**.

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

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

Each unit has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children’s needs today); and one is based on emotional literacy and social skills. The enhancements mean that Jigsaw is relevant to children living in today’s world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

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

For children in Reception, the lesson plans clearly identify the Early Learning Goal (ELG) and the Development Matters levels (D4 - D6) that will be that session’s focus. Every plan has child initiated and Adult-led activity ideas for both the indoor and outdoor learning environment.

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

Curriculum Content

The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At St. John’s C of E VA First School we allocate one hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways through:

- Jigsaw Collective Worship (to launch new Jigsaw themes at the start of each half term)
- Daily whole school or class Collective worships which focus on our school ethos and Christian Values
- Links to our School Rules and learning ethos of ‘The 5 B’s
- The ‘Jigsaw Charter’ in PSHE and RSE lessons

Through relationships child to child, adult to child and adult to adult across the school we aim to 'live' what is learnt and apply it to everyday situations in the school community. Opportunities for linking aspects of PSHE will also be identified and developed by class teachers through topic teaching. We also aim to enhance aspects of PSHE through special theme days and weeks.

Teaching and Learning

In line with our Teaching and learning Policy, a range of teaching strategies will be used to ensure that learning is purposeful, active and exciting.

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. All pupils will work within a safe, secure climate to be able to explore their own and others' attitudes, values and skills. Lessons will involve a high level of interaction where each pupil has planned opportunities for learning which will give them scope to work to their full potential. Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital to successful and effective teaching and learning within this subject.

Each class will establish ground rules based on the 'Jigsaw charter':

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive.

Weekly Jigsaw learning happens in Reception once the children have settled in and links are made with other learning opportunities for personal, social and emotional development within the EYFS curriculum.

In Key Stage 1 and Key Stage 2 PSHE lessons are part of the weekly time-table. Learning opportunities in other subjects through our topic led curriculum are being developed and specific events and activities are to be planned into the school year to enrich learning.

Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson. All classes use circle time to promote and discuss issues within PSHE and citizenship.

We aim to put our Christian values and school ethos into practice by valuing the opinions and ideas of our pupils. We involve our pupils in new initiatives and encourage them to have roles and responsibilities within our community that have strong PSHE links. There are ten Year 4 'Playground friends' who support other children in playing games and finding friends at lunchtimes and playtimes. The 'Play Pod' also has play leaders in each class who help to plan games and choose play equipment. Our St. John's School Council is also very much involved in collecting opinions and feeding back ideas on how we can improve our school and aspects of school life. We have a house system for children and staff which encourages a sense of belonging in the school community. Children in year 4 have the opportunity to become House Captains and Playground friends; this encourages and develops a feeling of responsibility and gives our oldest pupils the opportunity to contribute to the life of the school. We have an eco-warriors group which explores different environmental issues, both within school and the wider world. This group comprises of two children from each of the Year 3 and Year 4 children. We develop strong links with our wider school community, including visiting St. John's Church, Choir performances, sharing well wishes with Rowden House and taking part in the Remembrance Parade.

Parental and Community Involvement

At St. John's C of E VA First School we are committed to working in close partnership with parents and carers. The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum.

Parents and carers are consulted in the development of this policy. We draw particular attention to some of the content in the units '*Healthy Me*', '*Relationships*' and '*Changing Me*'. Parents and carers are offered the opportunity to view the teaching materials and resources that will be used for the teaching of these particular areas. During our new year group welcome meetings at the start of each academic year in September, teachers will share the Jigsaw overview for the year with parents and carers.

The school aims to build positive relationships with parents and carers by providing opportunities to discuss the content planned to be delivered, addressing any concerns and helping parents and carers in managing conversations with their children on the issues covered by the curriculum. PSHE/RSE will also be included in half termly topic newsletters.

Parents and carers are regularly informed of events and developments on the website and school newsletter. Working with parents is a vital part of the whole school approach to PSHE.

We aim to involve outside agencies, including School Liaison Police Officer, dental health advisors, e-safety advisors and the SCARF Life Education Bus to deliver aspects of the PSHE/RSE curriculum where possible.

Relationships and Sex Education (RSE) is taught in the summer term through the Jigsaw programme. We recognise that Relationships and Sex Education is a highly sensitive subject but we firmly believe that effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. Sensitivity and respect will be shown to all children when teaching about personal relationships and sex education. RSE is taught in a way to ensure that there is no stigmatization of children based on their home/personal circumstances. Before May half term, Year 3 and 4 parents and carers will be invited to an information session specifically regarding the '*Changing Me*' unit.

Withdrawal from RSHE lessons

A parent or carer who is concerned about any element of this policy, or is unhappy about their child's participation, should discuss their feelings with the Headteacher.

Parents and carers do not have the right to withdraw their child from Relationships or Health Education, but they can withdraw their child from the Sex Education programme which is NOT part of the statutory National Curriculum Science Orders. If a parent or carer chooses to withdraw their child from the Sex Education programme, alternative arrangements will be made for individual pupils. Parents and carers should consult with the Headteacher to discuss appropriate arrangements.

Assessment

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Children will be encouraged to talk about and reflect on their own experiences. In EYFS, Key Stage 1 and 2 Jigsaw floor books are used to record children's learning.

For the early years, children's participation in and understanding of the themes in Jigsaw will be recorded in individual learning profiles on Tapestry. This will form a part of assessment towards the EYFS Personal Social Emotional Development learning goals.

Training and Support for Staff

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

Confidentiality and Safeguarding

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

Monitoring and Review

The PSHE/RSE subject leader will monitor delivery of PSHE through observation and discussion with teachers to ensure consistent and coherent curriculum provision. Subject monitoring will include the following:

Self-evaluations and discussions with children, parents/carers, Governors and staff

Lesson observations

Learning walks and classroom/hall displays

Work scrutiny and lesson planning scrutiny

The subject leader will create annual subject reports for the Head teacher and governing body to report on the quality of the subjects. The subject leader will also work with the Head teacher and PSHE/RSE link governor to evaluate the effectiveness of the subjects and implement any changes.

Legal framework

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

Jigsaw PSHE documents needed to explain this policy:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)
- Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?
- How does Jigsaw PSHE support the Church of England Principles and Charter in relation to RSHE?

Monitoring and review

This policy will be reviewed on an annual basis by the subject leader, Headteacher and Governing Body. The next scheduled review date for this policy is March 2022.

Appendix 1: Jigsaw Curriculum mapping document

Age Group	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	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 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 and being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Bing 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

<p>Ages 6-7</p>	<p>Hopes and fears for the year</p> <p>Rights and responsibilities</p> <p>Rewards and consequences</p> <p>Safe and fair learning environment</p> <p>Valuing contributions</p> <p>Choices</p> <p>Recognising feelings</p>	<p>Assumptions and stereotypes about gender</p> <p>Understanding bullying</p> <p>Standing up for self and others</p> <p>Making new friends</p> <p>Gender diversity</p> <p>Celebrating differences and remaining friends</p>	<p>Achieving realistic goals</p> <p>Perseverance</p> <p>Learning strengths</p> <p>Learning with others</p> <p>Group co-operation</p> <p>Contributing to and sharing success</p>	<p>Motivation</p> <p>Healthier choices</p> <p>Relaxation</p> <p>Healthy eating and nutrition</p> <p>Healthier snacks and sharing food</p>	<p>Different types of family</p> <p>Physical contact boundaries</p> <p>Friendship and conflict</p> <p>Secrets</p> <p>Trust and appreciation</p> <p>Expressing appreciation for special relationships</p>	<p>Life cycles in nature</p> <p>Growing from young to old</p> <p>Increasing independence</p> <p>Differences in female and male bodies (correct terminology)</p> <p>Preparing for transition</p>
<p>Ages 7-8</p>	<p>Setting personal goals</p> <p>Self- identity and worth</p> <p>Positivity in challenge</p> <p>Roles, rights and responsibilities</p> <p>Rewards and consequences</p> <p>Responsible choices</p> <p>Seeing things from other's perspectives</p>	<p>Families and their differences</p> <p>Family conflict and how to manage it (child centered)</p> <p>Witnessing bullying and how to solve it</p> <p>Recognising how words can be hurtful</p> <p>Giving and receiving compliments</p>	<p>Difficult challenges and achieving success</p> <p>Dreams and ambitions</p> <p>New Challenges</p> <p>Motivation and enthusiasm</p> <p>Recognising and trying to overcome obstacles</p> <p>Evaluating learning processes</p> <p>Managing feelings</p> <p>Simple budgeting</p>	<p>Exercise</p> <p>Fitness challenge</p> <p>Food labelling and healthy swaps</p> <p>Attitudes towards drugs</p> <p>Keeping safe and why its important online and offline scenarios</p> <p>Respect for myself and others</p> <p>Healthy and safe choices</p>	<p>Family roles and responsibilities</p> <p>Friendship and negotiation</p> <p>Keeping safe online and who to go to for help</p> <p>Being a global citizen</p> <p>Being aware how my choices affect others</p> <p>Awareness of how to other children have different lives</p> <p>Expressing appreciation for family and friends.</p>	<p>How babies grow</p> <p>Understanding a baby's needs</p> <p>Outside body changes</p> <p>Inside body changes</p> <p>Family stereotypes</p> <p>Challenging my ideas</p> <p>Preparing for transition</p>

Ages 8-9	Being part of a class team	Challenging assumptions	Hopes and dreams	Healthier friendships	Jealousy	Being unique
	Being a school citizen	Judging by appearance	Overcoming disappointment	Group dynamics	Love and loss	Confidence in change
	Rights responsibilities and democracy (school council)	Accepting self and others	Creating new realistic dreams	Smoking	Memories of loved ones	Accepting change
	Rewards and consequences	Understanding influences	Achieving goals	Alcohol	Getting on and Falling out	Preparing for transition to middle school
	Group decision –making	Understanding bullying	Working in a group	Assertiveness	Girlfriends and boyfriends	Environmental change
	Having a voice	Problem-Solving	Celebrating contributions	Peer pressure	Showing appreciation to people and animals	
	What motivates behaviour	Identifying how special and unique everyone is	Resilience	Celebrating inner strength		
		First impressions	Positive attitude			

Appendix 2:

Relationships Education in Primary schools – DfE Guidance 2019

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

The guidance states that, by the end of primary school (year 6) pupils should know:

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<ul style="list-style-type: none"> • R1 that families are important for children growing up because they can give love, security and stability. • R2 the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • R3 that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • R4 that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World
Caring friendships	<ul style="list-style-type: none"> • R7 how important friendships are in making us feel happy and secure, and how people choose and make friends • R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded • R10 that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed 	

Respectful relationships	<ul style="list-style-type: none"> • R12 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • R13 practical steps they can take in a range of different contexts to improve or support respectful relationships • R14 the conventions of courtesy and manners • R15 the importance of self-respect and how this links to their own happiness • R16 that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • R17 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive • R19 the importance of permission-seeking and giving in relationships with friends, peers and adults 	
Online relationships	<ul style="list-style-type: none"> • R20 that people sometimes behave differently online, including by pretending to be someone they are not. • R21 that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • R24 how information and data is shared and used online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference
Being safe	<ul style="list-style-type: none"> • R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • R26 about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. • R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, • R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. • R32 where to get advice e.g. family, school and/or other sources. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference

Appendix 3:

Physical health and mental well-being education in Primary schools – DfE Guidance 2019

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

By the end of primary school:

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

	<p>negative content online on their own and others' mental and physical wellbeing.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me

	<ul style="list-style-type: none"> • 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 	
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
<p>Changing adolescent body</p> <p>Age 9-11</p> <p>(year 5 & year 6 content is not taught at St. John's as our school only goes up to year 4</p>	<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

Appendix 4:

Jigsaw RSE Content from year 1 to year 4

The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' unit Puzzle.

Year Group	Place Number and Name	Learning Intentions 'Pupils will be able to ...'
1	Piece 4 Boys' and Girl's Bodies	Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina Respect my body and understand which parts are private
2	Piece 4 Boys' and Girl's Bodies	Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private
3	Piece 1 How Babies Grow	Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby Express how I feel when I see babies or baby animals
	Piece 2 Babies	Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow Express how I might feel if I had a new baby in my family
	Piece 3 Outside Body Changes	Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies Identify how boys' and girls' bodies change on the outside during this growing up process Recognise how I feel about these changes happening to me and know how to cope with those feelings
	Piece 4 Inside Body Changes	Identify how boys' and girls' bodies change on the inside during the growing process and why these changes are necessary so that their bodies can make babies when they grow up

		Recognise how I feel about these changes happening to me and how to cope with these feelings
4	Piece 2 Having A Baby	Understand that having a baby is a personal choice and express how I feel about having a baby when I am an adult
	Piece 3 Girls and puberty	Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty Know that I have strategies to help me cope with the changes I will experience when I start a new school in September

Appendix 4

This PSHE/RSE 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).

It is also aligned with the Church of England's "A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS 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](#)).

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

Jigsaw PSHE documents needed to explain this policy:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)
- Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?
- How does Jigsaw PSHE support the Church of England Principles and Charter in relation to RSHE?