

RSE Policy 2020-2021

# Introduction

At Hambleton we 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.

# Aim of the PSHE policy (using the Jigsaw scheme)

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

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

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

At Hambleton Primary Academy, we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE.

## Objectives/Pupil learning intentions

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

## Have a sense of purpose Value self and others Form relationships

**Make and act on informed decisions Communicate effectively**

**Work with others**

**Be active citizens within the local community Explore issues related to living in a democratic society**

**Become healthy and fulfilled individuals**

**Jigsaw Content**

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

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| **Term** | **Puzzle name** | **Content** |
| **Autumn 1** | Being Me in the World | Includes understanding my place in the class, |
|  |  | School and global community as well as devising |
|  |  | Learning Charter |
| **Autumn 2** | Celebrating Difference | Includes anti-bullying (cyber and homophobic |
|  |  | bullying included) and diversity work |
| **Spring 1** | Dreams and Goals | Includes goal setting, aspirations, working |
|  |  | together to design and organise fund-raising |
|  |  | events |
| **Spring 2** | Healthy Me | Includes drug and alcohol education, self-esteem |
|  |  | and confidence as well as healthy lifestyle choices |
| **Summer 1** | Relationships | Includes understanding friendships, family and |
|  |  | other relationships, conflict resolution and |
|  |  | communication skills |
| **Summer 2** | Changing me | Includes Sex and relationship Education in the |
|  |  | context of looking at change |

# Relationship and Sex Education (RSE)

Definition of Relationship and Sex Education

Since the then Right Honourable Justine Greening, Secretary of State for Education, announced, on March 1st 2017, that it is her intention to make Relationships Education statutory in Primary schools from September 2019, Sex and Relationship Education has now become better known as RSE – Relationship and Sex Education – to reflect the changes that are to come. However, much of the guidance still refers to it as SRE. Both are used here interchangeably for ease until RSE becomes statutory.

‘Sex and Relationship Education (SRE) is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings’ (Sex Education Forum, 1999).

We know that effective RSE can make a significant contribution to the development of the personal skills needed by our children 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.

RSE makes an important contribution to health and well-being by supporting children and young people’s ability to learn, achieve and

flourish. "The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights."

Report to the UN General Assembly - July 2010 | Item 69, paragraph 18

## Organisation

At Hambleton Primary Academy, the RSE programme will not be delivered in isolation but will be firmly embedded in relevant curriculum areas including PSHE, Citizenship, RE, Literacy and assemblies.

RSE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school. Hambleton Primary Academy has a code of practice for using visitors to support the delivery of PSHE:

* Visitors are invited into school because of the particular expertise or contribution they are able to make;
* All visitors are familiar with and understand the school’s RSE policy and work within it;
* All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance;
* All visitors are supervised/supported by a member of staff at all times;
* The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

The monitoring of RSE is part of the curriculum cycle. It will be monitored by the RSE coordinator alongside PSHE. This is done on a half termly basis and any issues are immediately dealt with.

## Links to other policies and curriculum areas

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

* Science curriculum
* Teaching and Learning Policy
* Equal Opportunities Policy
* Child Protection Policy

## Withdrawal from RSE lessons

At Hambleton Primary Academy, parents voices are important and are given the change to remove their child from the new curriculum that covers RSE. We will consult with parents when developing and reviewing their policies for Relationships Education and RSE, which will inform our parents on how the content is covered and their rights of withdrawal.

Parents/carers have the right to withdraw their children from all or part of the Relationship and Sex Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the Headteacher and/or RSE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the RSE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

## Working with parents and carers

The government guidance on RSE (DfE 2000) emphasises the importance of schools working in partnership with parents and carers. Under current legislation schools should enable parents/carers to exercise their right to withdraw their children (until the age of 19) from any school RSE taught outside National Curriculum Science (Education Act 1996). This applies to maintained primary and

secondary schools and includes pupils attending a sixth form that is part of a school. It does not apply to sixth form colleges and further education colleges. Parents/carers have a legal right to see the school RSE policy and to be given a copy of it (Education Act 1996). Parents/carers should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

## Staff Professional Development

All staff benefit from Jigsaw PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

## Specific Issues within RSE Language

During all RSE lessons across KS1 and KS2, the correct terms for all body parts and functions will be used. Sex-related slang words will be clarified in a factual way and it is made clear to pupils which words are potentially offensive and that from this point onwards, the correct terms will be used.

This aims to prevent bullying of children for not knowing definitions and points out the offensive nature of some words.

## Teaching Sensitive and Controversial Issues

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

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

## Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSE issues are varied. However, while personal views are respected, all RSE issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSE Education arising from pupils’ questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

Hambleton Primary Academy believes that RSE Education should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with

sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

## Sexual Identity and Sexual Orientation

Hambleton Primary Academy believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively in line with our Anti-Bullying Policy.

## Pupils’ Access to Help and Support

Hambleton Primary Academy displays ChildLine posters, and information about any agencies that support the welfare of children is held in the main office. The School Nurse can offer confidential advice to any child.

Girls who start their periods at school are given confidential advice and support by members of staff. Girls are aware of the provision of sanitary protection which can be obtained from the school office. There is a sanitary bin in the girls’ toilets.

## Confidentiality and Child Protection/Safeguarding Issues

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

## Dissemination

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

## The role of the Head Teacher

It is the responsibility of the Head Teacher to ensure that staff and parents are informed about the RSE policy, and that the policy is implemented effectively. It is also the Head Teacher’s responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Head Teacher liaises with external agencies regarding the school RSE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The Head Teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

## Monitoring and Review

The Curriculum Committee of the governing body monitors the sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme and makes a record of all such comments. Governors require the Head Teacher to keep a written record, giving details of the

content and delivery of the RSE programme that is taught in your school. Governors should scrutinise materials to check they are in accordance with the school’s ethos.

## Equalities

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

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

Harmful Sexual Behaviour Policy

Hambleton Primary Academy has appropriate school-wide policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) are unacceptable and the academy behaviour policy outlines appropriate potential sanctions.

These policies are reflected in the academy curriculum, Relationships, Sex and Health Education Policy and procedures, which specifically address sexual harassment, online abuse, sexual violence and issues of consent, ensuring that:

* academy staff have appropriate knowledge of part 5 of the ‘Keeping Children Safe in Education’ statutory guidance
* all pupils are supported to report concerns about harmful sexual behaviour freely
* all (such) concerns are taken seriously and dealt with swiftly and appropriately and that pupils are confident that this is case
* comprehensive records of all allegations are kept
* work to prevent sexual harassment, online sexual abuse and sexual violence operates through a culture-led, whole-school approach that includes an effective behaviour policy, pastoral support and a carefully planned relationships, sex and health education curriculum

Academy staff will remain alert to factors that increase vulnerability or potential vulnerability such as mental ill health, domestic abuse, children with additional needs, and children from groups at greater risk of exploitation and/or of feeling unable to report abuse (for example, girls and LGBT children).

Academy staff are aware of the very high local incidence of multiple combinations of such potentially adverse childhood experiences and the needs this could present.

Academy staff will also seek to understand and minimise any barriers that could prevent a pupil from making a disclosure, for example communication needs, are identified and addressed.

Academy staff will assume that sexual harassment, online sexual abuse and sexual violence are happening in and around the school, even when there are no specific reports, and deliver a whole-school approach to address them.

Academy staff will be regularly trained to:

* have good awareness of the signs that a child is being neglected or abused, as described in ‘What to do if you’re worried a child is being abused’
* understand how to handle reports of sexual violence and harassment between children, both on and outside school premises (in line with DfE guidance)
* be confident about what to do if a child reports that they have been sexually abused by another child
* ensure that children are taught about safeguarding risks, including online risks
* support pupils to understand what constitutes a healthy relationship (online and offline)

## Links to other policies

RSE has clear links with our other school policies aimed at promoting pupils’ spiritual, moral, social and cultural development, including the:

* Anti-Bullying Policy
* Behaviour Policy
* Confidentiality Policy
* Drug and Alcohol Education Policy
* Equal Opportunities Policy
* Health and Safety Policy
* ICT Policy and Safe Internet Use Policy
* Inclusion Policy
* RE Policy
* Safeguarding/Child Protection Policy
* SMSC Policy
* Special Educational Needs Policy

## Policy Review

This policy is reviewed on a 3-year cycle. It will next be reviewed in February 2022.

Relationship Education in Primary schools – what should be included and how does Jigsaw provide the solution?

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 guidance states that, by the end of primary school:

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|  | Pupils should know | How Jigsaw provides the solution |
| Families and people who care for me | * that families are important for children growing up because they can give love, security and stability. * the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. * that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. * that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. * that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). * how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. * about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. * what a stereotype is, and how stereotypes can be unfair, negative or destructive. * the importance of permission-seeking and giving in relationships with friends, peers and adults. | All these aspects are covered in lessons within the puzzles   * Relationships * Changing Me * Celebrating Difference * Being Me in My World |

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| Online Relationship | * that people sometimes behave differently online, including by pretending to be someone they are not. * that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. * the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. * how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. * how information and data is shared and used online. | All these aspects are covered in lessons within the puzzles   * Relationships * Changing Me * Celebrating Difference |
| Being safe | * what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). * about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. * that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. * how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. * how to recognise and report feelings of being unsafe or feeling bad about any adult. * how to ask for advice or help for themselves or others, and to keep trying until they are heard, * how to report concerns or abuse, and the vocabulary and confidence needed to do so. * where to get advice e.g. family, school and/or other sources. | All these aspects are covered in lessons within the puzzles   * Relationships * Changing Me * Celebrating Difference |

Jigsaw RSE Content

The grid below shows specific learning intentions for each year group in the ‘Relationships’ Puzzle.

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| **Year group** | **Piece number and name** | **Learning intentions ‘Pupils will be able to…’** |
| **FS1/2** | Piece 1  My Family and Me | I can tell you about my family I can identify some of the jobs I do in my family and how I feel like I belong |
| Piece 2 | I understand how to make friends if I feel lonely I know how to make friends to stop myself from feeling  lonely |

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|  | Make friends, make friends, never ever break friends! –  Part 1 |  |
| Piece 3 Make friends, make friends, never ever break  friends! – Part 2 | I can tell you some of the things I like about my friends I can think of ways to solve problems and stay friends |
| Piece 4 Falling out and  bullying – Part 1 | I know what to say and do if somebody is mean to me I am starting to understand the impact of unkind  words |
| Piece 5 Falling out and  bullying – Part 2 | I can use Calm Me time to manage my feelings |
| Piece 6 Being the best friend  we can be | I can work together and enjoy being with my friends I know how to be a good friend |
| **1** | Piece 1 Families | I can identify the members of my family and understand that there are lots of different types of families I know how it feels to belong to a family and care about the people who are important to me |
| Piece 2 Making friends | I can identify what being a good friend means to me I know how to make a new friend |
| Piece 3 Greetings | I know appropriate ways of physical contact to greet my friends and know which ways I prefer I can recognise which forms of physical contact are acceptable and unacceptable to me |
| Piece 6 Celebrating my special relationships | I can tell you why I appreciate someone who is special to me I can express how I feel about them |
| **2** | Piece 1 Families | I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate  I accept that everyone’s family is different and understand that most people value their family |
| Piece 2  Keeping safe – exploring physical contact | I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not I know which types of physical contact I like and don’t like and can talk about this |
| Piece 3  Friends and conflict | I can identify some of the things that cause conflict with my friends I can demonstrate how to use the  positive problem-solving technique to resolve conflicts with my friends |

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| Piece 4 Secrets | I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this |
| Piece 5  Trust and appreciation | I recognise and appreciate people who can help me in my family, my school and my community I understand how it feels to trust someone |
| Piece 6  Celebrating My Special Relationships | I can express my appreciation for the people in my special relationships I am comfortable accepting appreciation from others |
| **3** | Piece 1  Family roles and responsibilities | I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females  I can describe how taking some responsibility in my family makes me feel |
| Piece 2 Friendship | I can identify and put into practice some of the skills of friendship, e.g. taking turns, being a good listener  I know how to negotiate in conflict situations to try to find a win-win solution |
| Piece 3  Keeping myself safe | I know and can use some strategies for keeping myself safe I know who to ask for help if I am worried or concerned |
| Piece 6  Celebrating my web of relationship | I know how to express my appreciation to my friends and family I enjoy being part of a family and friendship groups |
| **4** | Piece 1 Relationship web | I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant  I know how it feels to belong to a range of different relationships and can identify what I contribute to each of them |
| Piece 2  Love and loss | I can identify someone I love and can express why they are special to me  I know how most people feel when they lose someone or something, they love |

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| Piece 6  Celebrating my relationships with people and animals | I know how to show love and appreciation to the people and animals who are special to me I can love and be loved |
| **5** | Piece 2  Getting on and falling out | I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends  I know how to stand up for myself and how to negotiate and compromise |
| Piece 3  Girlfriends and boyfriends | I understand how it feels to be attracted to someone and what having a boyfriend/ girlfriend might mean  I understand that relationships are personal and there is no need to feel pressured into having a boyfriend/ girlfriend |
| Piece 4  Girlfriends and boyfriends | I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean  I can recognise the feeling of jealousy, where it comes from and how to manage it |
| Piece 5  Relationships and technology | I understand how to stay safe when using technology to communicate with my friends  I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to others |
| Piece 6  Relationships and technology | I can explain how to stay safe when using technology to communicate with my friends  I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or other |
| **6** | Piece 1  My relationships web | I can identify the most significant people to be in my life so far  I understand how it feels to have people in my life that are special to me |
| Piece 4 Power and control | I can recognise when people are trying to gain power or control  I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control |

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|  | Piece 5  Being safe with technology 1 | I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening  I can take responsibility for my own safety and well-being |
| Piece 6  Being safe with technology 2 | I can use technology positively and safely to communicate with my friends and family I can take responsibility for my own safety and well-being |

# Sex Education in Primary schools – what should be included and how does Jigsaw provide the solution?

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in the DfE guidance therefore focuses on Relationships Education.

The grid below shows specific learning intentions for each year group in the ‘Changing Me’ Puzzle.

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| **Year Group** | **Piece Name and Number** | **Learning Intentions**  **‘Pupils will learn to…’** |
| FS1/2 | Piece 3 Growing Up | D4 - Seek out others to share experiences. Show affection and concern for people who are special to them  D6 - Explain own knowledge and understanding, and ask appropriate questions of others ELG - Show sensitivity to others’ needs and feelings |
| 1 | Piece 4  Boys’ and Girls’ 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 Girls’ 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  tell you what I like/don’t like about being a boy/girl |
| 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 |

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|  |  | 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 up 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 | correctly label the internal and external parts of male and female bodies that are necessary for making a baby  understand that having a baby is a personal choice and express how I feel about having children when I am an adult |
|  | Piece 3  Girls and Puberty | describe how a girl’s body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this  know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty |
| 5 | Piece 2  Puberty for Girls | explain how a girl’s body changes during puberty and understand the importance of looking after myself physically and emotionally  understand that puberty is a natural process that happens to everybody and that it will be OK for me |
| Piece 3 | describe how boys’ and girls’ bodies change during puberty |

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|  | Puberty for Boys and Girls | express how I feel about the changes that will happen to me during puberty |
| Piece 4 Conception | understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby  appreciate how amazing it is that human bodies can reproduce in these ways |
| 6 | Piece 2 Puberty | explain how girls’ and boys’ bodies change during puberty and understand the importance of looking after myself physically and emotionally  express how I feel about the changes that will happen to me during puberty |
| Piece 3  Girl Talk/Boy Talk | ask the questions I need answered about changes during puberty  reflect on how I feel about asking the questions and about the answers I receive |
| Piece 4  Babies – Conception to Birth | describe how a baby develops from conception through the nine months of pregnancy, and how it is born  recognise how I feel when I reflect on the development and birth of a baby |
| Piece 5 Attraction | understand how being physically attracted to someone changes the nature of the relationship  express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this |

# Physical health and mental well-being education in Primary schools – what should be included and how does Jigsaw provide the solution?

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:

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|  | **Pupils should know** | **How Jigsaw provides solution** |
| **Mental Wellbeing** | that mental wellbeing is a normal part of daily life, in the same way as physical  health. | All of these aspects are covered in  lessons within the Puzzles |

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|  | * that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. * how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. * how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. * the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. * simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. * isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. * that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. * where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental well-being or ability to control their emotions (including issues arising online). * it is common for people to experience mental ill health. For many people who   do, the problems can be resolved if the right support is made available, especially if accessed early enough | * Healthy Me * Relationships * Changing Me * Celebrating Difference |
| **Internet Safety and Harms** | * that for most people the internet is an integral part of life and has many benefits. * about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. * how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. * why social media, some computer games and online gaming, for example, are   age restricted. | All of these aspects are covered in lessons within the Puzzles   * Relationships * Healthy Me |

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|  | * that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. * how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. * where and how to report concerns and get support with issues online. |  |
| Physical Health and Fitness | * the characteristics and mental and physical benefits of an active lifestyle. * the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. * the risks associated with an inactive lifestyle (including obesity). * how and when to seek support including which adults to speak to in school if they are worried about their health. | All of these aspects are covered in lessons within the Puzzles   * Healthy Me |
| Healthy Eating | * what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. | All of these aspects are covered in lessons within the Puzzles   * Healthy Me |
| Drugs, alcohol and tobacco | * how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. * about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. * the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. * about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. * about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. * the facts and science relating to immunisation and vaccination | All of these aspects are covered in lessons within the Puzzles   * Healthy Me |
| Basic First Aid | * how to make a clear and efficient call to emergency services if necessary. * concepts of basic first-aid, for example dealing with common injuries, including head injuries. | All of these aspects are covered in lessons within the Puzzles   * Healthy Me |

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| Changing adolescent body | * key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. * about menstrual wellbeing including the key facts about the menstrual cycle. | All of these aspects are covered in lessons within the Puzzles   * Changing Me * Healthy Me |