



Personal, Social, Health Education Policy

**(including Relationships and Health Education statutory
from September 2020, and our position on Sex Education)**

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Governing Body:**

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Responsible Officer: L. Lillie and C. Boothroyd

Introduction

At Hawes Side Academy, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that these are the foundations that allow our pupils' learning to flourish.

The vision for pupils, staff and others linked to our school is to always look to achieve our personal best in every aspect of school life.

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our school.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.

Purpose of this policy

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.

The purpose of this policy is to set out the framework for this provision.

Linked Documentation

SEND policy

Equalities policy

Roles and Responsibilities

The Governing Body

The PSHE and RSE policy will be approved by Hawes Side governing body and they will hold the Principal to account for its implementation.

The Principal

It is the responsibility of the Principal to ensure that PSHE and RSE is taught consistently across the school. It is also their responsibility to manage any requests to withdraw pupils from non-statutory components of RSE.

Subject Leader

The subject leader will facilitate the teaching of PSHE in the following ways:

- By ensuring they have up to date knowledge of current subject developments
- By keeping staff up to date of new developments
- By updating the policy and scheme of work
- By ordering and updating resources
- By taking an overview of whole school planning to ensure that opportunities occur for pupils to develop their personal and social skills
- By supporting staff in developing pupils' capability

Staff

The staff at Hawes Side Academy are responsible for:

- The delivery of PSHE and RSE in a sensitive way
- Modelling positive attitudes to PSHE and RSE

- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents / carers wish them to be withdrawn from the non-statutory components of RSE

Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal or subject leader.

Pupils

There is an expectation that all pupils at Hawes Side Academy fully engage in PSHE and RSE and follow the ground rules (as specified above) thus ensuring they treat others with respect and sensitivity.

Parents

All parents have access to the PSHE and RSE policy and are invited to feedback directly to the school and participate with surveys and questionnaires as part of our consultation process.

Definitions

PSHE: Personal, Social, Health Education

RSE: Relationships and Sex Education

Related Procedures

Overall, the PSHE curriculum at Hawes Side Academy supports the 'Personal Development' and 'Behaviour and Attitude' aspects required under the Ofsted Inspection Framework, as well as contributing significantly to the Safeguarding and Equality Duties, the Government's British Values agenda and the Spiritual, Moral, Social, Cultural (SMSC) opportunities provided to all pupils.

As an academy, we take a comprehensive, carefully thought-through approach to PSHE which brings consistency and progression to our children's learning in this vital curriculum area.

We include the statutory Relationships, Sex and Health Education within our whole-school PSHE approach. We aim to help them understand what a healthy relationship looks like and teach them what is and is not acceptable behaviour. We want to enable our pupils to understand and respect who they are and empower them with a voice which enables them to act according to their beliefs and that supports them throughout their lives.

Curriculum Design

Our curriculum is set out as per our overview (see Appendix 1) but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

At Hawes Side Academy we allocate one hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Class teachers deliver the weekly lessons to their own classes.

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

- Assemblies
- Class rules
- Praise and reward systems including: class recognition boards and School Values Certificates
- 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.

Statutory Relationships, Sex 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 Hawes Side Academy, 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.

Safeguarding and Responsibility

PSHE and RSE work with pupils’ real-life experiences and it is key that both staff and pupils are protected in these lessons. A safe and supportive environment is created by the use of ground rules;

- Listen to each other (only one person talks at a time)
- Keep to time
- Challenge the statement; not the individual making it
- The ‘right’ not to answer questions
- No personal questions to be asked by pupils or teachers
- If giving an example make it anonymous.
- Everyone has a right to his or her own space.
- Right to Privacy.

Many issues covered in PSHE and RSE are of a sensitive nature. The ground rules provide a safe working environment for both pupils and staff. All staff at Hawes Side Academy receive safeguarding training.

Due to nature of the topics covered in the PSHE and RSE education programmes, all teachers are made aware of the academy’s guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

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 our academy considers it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), we will ensure this content is fully integrated into our programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. We expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

At Hawes Side Academy, 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 sensitive issues in some aspects of Relationships, Health and Sex Education.

SEND

Hawes Side Academy prides itself on its inclusive policy and how we make provision for all pupils' needs. This is no exception for PSHE and RSE. High quality teaching is differentiated and personalised to meet the needs of all pupils.

Assessing

As with any learning, the assessment of pupils' PSHE and RSE is important as it enables the teacher to gauge their progress and it also informs the development of the lessons. It provides an opportunity for the children to reflect upon their personal learning experience, set goals, and record their understanding in a range of ways; posters, leaflets, reflective diaries etc. Their progress is also monitored during class discussions, group work, questionnaires / surveys and peer assessment. Pupil voice is also used to adapt and amend material for PSHE and RSE and ensure it is relevant and effective to both our learners and wider community.

Parents' Right to Withdraw from RSE

Parents' do not have the right to withdraw their children from relationships education.

Parents' have the right to withdraw their children from the non-statutory components of sex education within RSE. Requests for withdrawal should be made to the Principal. Alternative work will be given to pupils who are withdrawn from sex education.

Monitoring and Review

This policy has been developed in consultation with parents, pupils and staff to ensure that it meets the needs of the whole school community. This policy will be reviewed at least annually or in response to quality assurance outcomes, stakeholder feedback and or government guidance.

Appendices

Appendix 1: Curriculum Overview



PSHE Curriculum Overview

Our curriculum teaches the fundamental building blocks of positive relationships. All statutory outcomes are covered within this curriculum.

Year Group	Being Me In My World	Celebrating Difference	Dreams And Goals	Healthy Me	Relationships	Changing Me
Age 4 -5 Foundation	Self-identity Understanding Feelings Being in a classroom Being Gentle Rights and Responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy Food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Age 5-6 Year 1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences	Similarities and differences Understanding bullying Dealing with bullying Making new friends Celebrating differences	Setting goals Identifying achievements Learning styles Working with a partner Tackling new challenges Identifying obstacles Overcoming obstacles Feelings of success	Keeping myself healthy Healthier life choices Keeping clean Being safe Medicine safety Household safety Road safety Linking health and happiness	Belonging to a family Making friends Being a good friend People who help us Qualities as a person Self-acknowledgment Being a friend to myself Celebrating relationships	Life cycles Changes in me Female and male bodies Growing and learning Coping with change Transition
Age 6-7 Year 2	Hopes and fears Rights and responsibilities Rewards and consequences Learning environments Valuing contributions Choices Recognising feelings	Stereotypes Understanding bullying Standing up for ourselves Standing up for others Making new friends Remaining friends Celebrating differences	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to success Sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks Sharing food	Different types of families Friendship and conflict Secrets Trust and appreciation Relationship appreciation	Life cycles in nature Growing young to old Increasing independence Female and male bodies Assertiveness Preparing for transition
Age 7-8 Year 3	Setting personal goals Self-identity and worth Positivity in challenges Rules Rights and responsibilities Rewards and consequences Responsible choices Other perspectives	Families and differences Family conflict Managing family conflict Witnessing bullying Solving bullying Recognising hurtful words Compliments	Difficult challenges Achieving success Dreams and ambitions New challenges Motivation Overcoming obstacles Leaning processes Managing feelings	Exercise Fitness challenges Food labelling Healthy food swaps Attitudes towards drugs Keeping safe Respect for myself and others Healthy and safe choices	Family roles Family responsibilities Friendship and negotiation Keeping safe online Being a global citizen How choices affect others Awareness of others Expressing appreciation	How babies grow Babies needs Body changes Family stereotypes Challenging my ideas Preparing for transition

<p>Age 8-9 Year 4</p>	<p>Being part of a class team Being a school citizen Rights and responsibilities Democracy Rewards and consequences Group decision-making Having a voice What motivates behaviour</p>	<p>Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem solving Identifying being unique First impressions</p>	<p>Hopes and dreams Disappointment Creating dreams Achieving goals Working in a group Celebrating contribution Resilience Positive attitudes</p>	<p>Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p>	<p>Jealousy Love and loss Memories of loved ones Getting on and falling out Showing appreciation</p>	<p>Being unique Puberty – girls Confidence in change Accepting change Preparing for transition Environmental change</p>
<p>Age 9-10 Year 5</p>	<p>Planning for the year ahead Being a citizen Rights and responsibilities Rewards and consequences Group behaviour Democracy Having a voice Participation</p>	<p>Cultural differences Cultural conflicts Racism Rumours and name-calling Types of bullying Material wealth Respecting other cultures</p>	<p>Future dreams Importance of money Jobs and careers Dream jobs Goals in other cultures Supporting charity Motivation</p>	<p>Smoking, including vaping Alcohol Alcohol and behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour</p>	<p>Self-recognition and worth Building self-esteem Safer online communities Online responsibilities Gaming and gambling Reducing screen time SMARTT online safety</p>	<p>Self and body image Media influence Puberty for girls Puberty for boys Growing responsibility Coping with change Preparing for transition</p>
<p>Age 10-11 Year 6</p>	<p>Identifying goals Global citizenship Children’s universal rights Being welcome and valued Choices Consequences and rewards Group dynamics Democracy Having a voice Anti-social behaviour Role-modelling</p>	<p>Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict Difference as celebration Empathy</p>	<p>Personal learning goals Outside of school goals Success criteria Emotions in success Making a difference Motivation Recognising success Compliments</p>	<p>Taking personal responsibility How substances affect bodies Gang culture Emotional and mental health Managing stress</p>	<p>Mental health Mental health worries Sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Technology responsibility</p>	<p>Self-image Body image Puberty and feelings Conception to birth Reflections of change Attraction Respect Transition</p>

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. All statutory outcomes are covered in the Jigsaw Programme.

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

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

	<ul style="list-style-type: none"> • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • What a stereotype is, and how stereotypes can be unfair, negative or destructive. • The importance of permission-seeking and giving in relationships with friends, peers and adults. 	
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not. • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference

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. There should be clarity 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...	Linked Jigsaw Coverage
Mental wellbeing	<ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can 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"> • That for most people the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me

Physical health and fitness	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health. 	All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none"> • Healthy Me
Healthy eating	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none"> • Healthy Me
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none"> • Healthy Me
Health and prevention	<ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to immunisation and vaccination. 	All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none"> • Healthy Me
Basic first aid	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services. • 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 <ul style="list-style-type: none"> • Healthy Me
Changing adolescent body	<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle. 	All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none"> • Healthy Me • Changing Me

Sex education

Year Group	Jigsaw Piece Number	Learning intention	Pupils will be able to ...
EYFS	Piece 3	To understand that we all grow from babies to adults.	Seek out others to share experiences. Show affection and concern for people who are special to them. Explain their own knowledge and understanding, and ask appropriate questions of others. Show sensitivity to others' needs and feelings.
1	Piece 4	To identify the parts of the body that make boys different to girls and use the correct names for these. To understand which body parts are private.	Identify the parts of the body that make boys different to girls and use the correct names and vocabulary for these. Vocabulary will include: - nipples, penis, testicles, vulva and vagina
2	Piece 4	To recognise the physical differences between boys and girls and use the correct names for these. To appreciate that some parts of the body are private.	Identify physical differences between boys and girls and use the correct names and vocabulary for these. Vocabulary will include: - nipples, penis, testicles, vulva and vagina
3	Piece 1	To express feelings about babies or baby animals.	Express a range of emotions and feelings about babies and baby animals. Vocabulary will include: - animals, babies, birth, growing, changing
	Piece 2	To understand how babies grow and develop in the mother's uterus. To understand what a baby needs to live and grow. To express feelings about new babies in the family.	Identify that babies grow in a mother's uterus. Explain that babies need food and nutrients to survive and they need love and affection when they are being cared for. Vocabulary will include: - baby, grow, uterus, nutrients, survive, love, affection
4	Piece 1	To understand that some of our personal characteristics come from our birth parents. To appreciate that we are all truly unique human beings.	Explain and give examples of how all human beings have unique personal physical appearances and characteristics and that these are passed on by birth parents. Vocabulary will include: - personal, unique, characteristics, parents
	Piece 3 (Delivered to Year 4 girls) (Delivered to all Year 4)	To describe how a girl's body changes and that menstruation (having periods) is a natural part of this. To know that there are strategies to help us cope with the physical and emotional changes I will experience.	Identify how girls' bodies change. Discuss questions, worries or concerns about how their body may change as they grow older. Vocabulary will include: - changes, puberty, periods Identify and discuss how emotions change as they get older and how they can ask for help. Vocabulary will include: - changes, physical, emotional

5	Piece 2 (Delivered to Year 5 girls)	To explain how a girl's body changes during puberty. To understand the importance of looking after ourselves physically and emotionally. To understand that puberty is a natural process that happens to everybody.	Explain how a girl's body changes during puberty and understand the importance of how they can look after themselves both physically and emotionally. Vocabulary will include: - puberty, menstruation, periods, oestrogen - ovaries, uterus, vagina, vulva - sanitary towels/pads, tampons
	Piece 3 (Delivered to Year 5 boys)	To describe how boys' bodies change during puberty. To understand the importance of looking after ourselves physically and emotionally. To understand that puberty is a natural process that happens to everybody.	Explain how boys' bodies change during puberty and understand the importance of how they can look after themselves both physically and emotionally. Vocabulary will include: - puberty, hormones, growth, hair, larynx, testicles
6	Piece 2	To explain how girls' and boys' bodies change during puberty. To understand the importance of looking after ourselves physically and emotionally. To understand that puberty is a natural process that happens to everybody.	Explain and describe the ways in which girls' and boys' bodies change during puberty. Understand the importance of looking after themselves both physically and emotionally and give examples of how they can do this. Reflect, ask questions and express how they feel about the changes that will happen to them during puberty. Vocabulary will include: - puberty, menstruation, periods, oestrogen - ovaries, uterus, vagina, vulva - sanitary towels/pads, tampons - puberty, hormones, growth, hair, larynx, testicles - wet dreams, semen - opportunities, freedoms, responsibilities
	Piece 3	To describe how a baby develops from conception through the nine months of pregnancy before birth.	Explain how a baby develops in the uterus during the nine months of pregnancy and identify the different growth stages. Recognise and express how they feel about the development and birth of a baby. Vocabulary will include: - pregnancy, embryo, foetus, placenta - umbilical cord, labour, contractions
	Piece 4	To understand how being physically attracted to someone can change the nature of the relationship. To be aware of the growing independence of becoming a teenager.	Express how they feel about their growing independence of becoming a teenager. Make comments on how they feel they will cope with this. Vocabulary will include - attraction, relationship, love, pressure, independence

DRUG AND ALCOHOL EDUCATION

Hawes Side Academy and Jigsaw use the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

The Drug and Alcohol Education programme in our academy reflects the academy's ethos and demonstrates and encourages our values. This includes;

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community.

The grid below shows specific Drug and Alcohol Education learning intentions for each year group in the 'Healthy Me' Puzzle of our PSHE Jigsaw Curriculum.

Year Group	Jigsaw Piece Number	Learning intention
2	Piece 3 Medicine Safety	To understand how medicines work in the body and how important it is to use them safely. To feel positive about caring for our bodies and keeping them healthy.
	3	Piece 3 Drugs
4	Piece 3 Smoking	To understand the facts about smoking and its effects on health. To explain some of the reasons why some people start to smoke. To know how to act assertively to resist pressure from others.
	Piece 4 Alcohol	To understand the facts about alcohol and its effects on health, particularly the liver. To explain some of the reasons why some people drink alcohol. To know how to act assertively to resist pressure from others.
5	Piece 1 Smoking	To know the health risks of smoking and explain how tobacco affects the lungs, liver and heart. To make an informed decision about smoking and know how to resist pressure from others.
	Piece 2 Alcohol	To know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. To make an informed decision about drinking alcohol and know how to resist pressure from others.
6	Piece 2 Drugs	To know about different types of drugs and their uses and their effects on the body, particularly the liver and heart. To be motivated to find ways to be happy and cope with life's situations without using drugs.
	Piece 3 Alcohol	To evaluate when alcohol is being used responsibly, anti-socially or being misused. To explain personal feelings and preferences about using alcohol as an adult and reasons for this.