



# Relationships, Health and Sex Education Policy

|                         |   |
|-------------------------|---|
| Audience:               | Parents, school staff, Local Governing Bodies and Trustees  |
| Approved:               | Trust Board – September 2019<br>Local Governing Body – 27 May 2021  |
| Other related policies: | Safeguarding and Child Protection<br>Curriculum policies (incl Science and ICT/computing)                         |
| Policy owner:           | REACH2: Helen Beattie, Head of Safeguarding<br>School: Anne Higginbotham Headteacher & Katherine Druce, PSHE Lead |
| Review:                 | 2 yearly, or more frequently if legal or statutory frameworks change (Sept 2025)                                  |
| Version number:         | 2   |

# REAch2 relationships, health and sex education policy



At REAch2, our actions and our intentions as school leaders are guided by our Touchstones:

- Integrity** We recognise that we lead by example and if we want children to grow up to behave appropriately and with integrity then we must model this behaviour
- Responsibility** We act judiciously with sensitivity and care. We don't make excuses, but mindfully answer for actions and continually seek to make improvements
- Inclusion** We acknowledge and celebrate that all people are different and can play a role in the REAch2 family whatever their background or learning style
- Enjoyment** Providing learning that is relevant, motivating and engaging releases a child's curiosity and fun, so that a task can be tackled and their goals achieved
- Inspiration** Inspiration breathes life into our schools. Introducing children to influential experiences of people and place, motivates them to live their lives to the full
- Learning** Children and adults will flourish in their learning and through learning discover a future that is worth pursuing
- Leadership** REAch2 aspires for high quality leadership by seeking out talent, developing potential and spotting the possible in people as well as the actual

## **POLICY OVERVIEW**

### **Overarching Principles**

We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Although not statutory to deliver sex education outside of the science curriculum at primary level, the DfE recommends that all primary schools should have a sex education programme in place, which we are in agreement with and have included in our curriculum. We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, health and sex curriculum for all our pupils. This policy sets out the framework for our relationships, health and sex curriculum, providing clarity on how it is informed, organised and delivered.

### **Roles & responsibilities**

Governors will:

- Ensure all pupils make progress in achieving the expected educational outcomes
- Ensure the curriculum is well led, effectively managed and well planned
- Evaluate the quality of provision through regular and effective self-evaluation
- Ensure teaching is delivered in ways that are accessible to all pupils with SEND
- Provide clear information for parents on subject content and their rights to request that their children are withdrawn
- Ensure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations

The Headteacher will:

- Oversee the overall implementation of this policy
- Ensure staff are suitably trained to deliver the subjects
- Ensure that parents are fully informed of this policy
- Review requests from parents to withdraw their children from the subjects
- Discuss requests for withdrawal with parents
- Organise alternative education for pupils, where necessary, that is appropriate and purposeful
- Report to the governing board on the effectiveness of this policy

Class teachers will:

- Deliver a high-quality and age-appropriate curriculum in line with statutory requirements
- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils
- Ensure they do not express personal views or beliefs when delivering the programme
- Model positive attitudes to relationships, health and sex education.
- Respond to any safeguarding concerns in line with the Safeguarding and Child Protection policy
- Act in accordance with planning, monitoring and assessment requirements for the subjects
- Liaise with the SENCO to identify and respond to individual needs of pupils with SEND
- Work with the Senior Leadership Team and curriculum leaders to evaluate the quality of provision

Parents/carers will:

- Support school staff to shape the curriculum for relationships, health and sex education
- Communicate openly and constructively with school staff regarding relationships, health and sex education
- Attend, or contribute to, any consultation or information sessions regarding the delivery of relationships, health and sex education

## **How this relates to national guidance & requirements**

This policy has due regard to, and is intended to be implemented in accordance with, the following legislation, statutory and advisory guidance:

- 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'

## **Definitions**

For the purpose of this policy, relationships and sex education is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

For the purpose of this policy, health education is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

## **POLICY PRINCIPLES IN DETAIL**

### **Consultation with parents and carers**

We recognise that the role of parents and carers in supporting their children to learn about relationships, health and sex is vital. We intend to give parents and carers every opportunity to understand what we are teaching in the relationships, health and sex education curriculum, and to be consulted with, and offer feedback on, the curriculum content and delivery. Curriculum information is available on the school website, including overviews for each subject and year group. Parents/carers are also invited to curriculum information sessions at the start of each term. In addition to this, leaders also present to parents an overview and some of the materials children are taught for the PSHE topics in the summer term (relationships and changing me). This information is available on our website. Any general queries regarding the delivery of relationships, health and sex education should be directed in the first instance to the class teacher.

### **The right to be withdrawn**

As per the DfE statutory guidance, parents and carers have the right to request that their child be withdrawn from all or part of the non-statutory sex education curriculum. N.B. this right to be withdrawn does not apply to relationships education or health education, which are statutory requirements and will be taught as per the DfE outlines below.

Any requests to be withdrawn from non-statutory sex education must be made in writing to the Headteacher at the earliest opportunity. Any such request will automatically be granted, but the Headteacher will request to meet with the parent/carer to discuss their request, to ensure that their wishes are understood, and to clarify the nature and purpose of the curriculum; if appropriate, this discussion may also include conversation with the pupil. The Headteacher will also discuss with the parent/carer the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, possible social and emotional effects of being excluded. The Headteacher will keep a written record of the discussion, and will ensure that the pupil receives appropriate alternative education during the delivery of non-statutory sex education.

### **Curriculum organisation and content**

Our relationships, health and sex education curriculum has been organised in line with the statutory requirements outlined in the DfE statutory guidance. Schools are free to determine, within the statutory curriculum content outlined by the DfE, what pupils are taught during each year group. We have considered the age and development of pupils when deciding what will be taught, and have planned a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as pupils progress through school.

### **Relationships and health education**

The tables (see Appendix 1) have been taken from the DfE statutory guidance document, and provide an overview of the required learning for relationships and health education throughout primary years (Yr R to Yr 6)

When this is covered at Palmer: we use Jigsaw (a PSHE curriculum which aligns with our values and intent) to support the delivery of our PSHE curriculum. The curriculum is organised into 6 themes:

**Autumn 1/Term 1: Being Me in My World (BM)**

**Autumn 2/Term2: Celebrating Difference (CD)**

**Spring 1/ Term 3: Dreams and Goals (DG)**

**Spring 2/Term 4: Healthy Me (HM)**

**Summer 1/Term 5: Relationships (RL)**

**Summer 2/Term 6: Changing Me (CM)**

Details of curriculum coverage can be found in Appendix 1

## Sex education

The primary curriculum for Science includes relevant content related to sex education, which is a statutory requirement for schools to deliver. In brief, this teaches pupils about: the main external body parts, the human body as it grows from birth to old age, and reproduction in some plants and animals. Puberty is now covered in statutory Health Education.

Sex education beyond these elements of the Science curriculum is non-statutory for primary schools, so there is not a prescribed programme of study that schools must follow. However, the non-statutory objectives taught within the Changing Me unit are important and link closely with other compulsory objectives.

| Year group | Summary of Objectives in the Changing Me Unit   | Statutory Science Content? | Statutory Relationship Education (RSHE) Content? |
|------------|---|----------------------------|--|
| 1          | <b>Summary of unit:</b> Boys' and girls' bodies; naming body parts  |                            |  |
|            | start to understand the life cycles of animals and humans<br>understand that changes happen as we grow and that this is OK  | Y                          |  |
|            | tell you some things about me that have changed and some things about me that have stayed the same<br>know that changes are OK and that sometimes they will happen whether I want them to or not  |                            |  |
|            | know how my body has changed since I was a baby<br>understand that growing up is natural and that everybody grows at different rates  |                            |  |
|            | identify the parts of the body that make boys different to girls and use the correct names for these:<br>penis, testicles, vagina<br>respect my body and understand which parts are private   |                            | Y  |
|            | understand that every time I learn something new I change a little bit<br>enjoy learning new things   |                            |  |
|            | tell you about changes that have happened in my life<br>know some ways to cope with changes   |                            | Y  |
| 2          | <b>Summary:</b> Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is)  |                            |  |
|            | recognise cycles of life in nature<br>understand there are some changes that are outside my control and to recognise how I feel about this  | Y                          |  |
|            | tell you about the natural process of growing from young to old and understand that this is not in my control<br>identify people I respect who are older than me  | Y                          |  |
|            | recognise how my body has changed since I was a baby and where I am on the continuum from young to old<br>feel proud about becoming more independent  | Y                          |  |
|            | recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, vulva, anus) and appreciate that some parts of my body are private.<br>tell you what I like/don't like about being a boy/girl |                            | Y  |
|            | understand there are different types of touch and tell you which ones I like and don't like<br>be confident to say what I like and don't like and ask for help  |                            | Y  |
|            | identify what I am looking forward to when I move to my next class<br>start thinking about changes I will make in my next year at school and know how to go about this  |                            | Y  |
| 3          | <b>Summary:</b> How babies grow and how boys' and girls' bodies change as they grow older   |                            |  |
|            | 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<br>express how I feel when I see babies or baby animals  |                            | Y  |

|   |  |   |   |
|---|--|---|---|
|   | understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow<br>express how I might feel if I had a new baby in my family   |   |   |
|   | understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies<br>identify how boys' and girls' bodies change on the outside during this growing up process<br>recognise how I feel about these changes happening to me and know how to cope with those feelings                    |   | Y |
|   | 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<br>recognise how I feel about these changes happening to me and how to cope with these feelings   |   | Y |
|   | start to recognise stereotypical ideas I might have about parenting and family roles<br>express how I feel when my ideas are challenged and be willing to change my ideas sometimes  |   | Y |
|   | identify what I am looking forward to when I move to my next class<br>start to think about changes I will make next year and know how to go about this   |   | Y |
| 4 | Summary: Internal and external reproductive body parts, body changes in girls and menstruation   |   |   |
|   | understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm<br>appreciate that I am a truly unique human being   |   |   |
|   | correctly label the internal and external parts of male and female bodies that are necessary for making a baby<br>understand that having a baby is a personal choice and can express how I feel about having children when I am an adult   |   | Y |
|   | 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<br>have strategies to help me cope with the physical and emotional changes I will experience during puberty   |   | Y |
|   | know how the circle of change works and can apply it to changes I want to make in my life<br>I am confident enough to try to make changes when I think they will benefit me  |   | Y |
|   | identify changes that have been and may continue to be outside of my control that I learnt to accept<br>express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively  |   | Y |
|   | identify what I am looking forward to when I move to a new class<br>reflect on the changes I would like to make next year and can describe how to go about this  |   | Y |
| 5 | Summary: Puberty for boys and girls, and conception (boys and girls are taught separately)   |   |   |
|   | aware of my own self-image and how my body image fits into that<br>know how to develop my own self esteem  |   | Y |
|   | can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally<br>understand that puberty is a natural process that happens to everybody and that it will be ok for me  |   | Y |
|   | can describe how boys' and girls' bodies change during puberty<br>can express how I feel about the changes that will happen to me during puberty   |   | Y |
|   | understand that sexual intercourse can lead to conception and that is how babies are usually made<br>*understand that sometimes people need IVF to help them have a baby<br>*appreciate how amazing it is that human bodies can reproduce in these ways  | Y |   |
|   | can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)<br>am confident that I can cope with the changes that growing up will bring   |   | Y |
|   | can identify what I am looking forward to when I move to my next class.<br>start to think about changes I will make next year and know how to go about this.   |   | Y |
|   | Summary: Puberty for boys and girls and understanding conception to birth of a baby  |   |   |
| 6 | aware of my own self-image and how my body image fits into that<br>know how to develop my own self esteem  |   | Y |
|   | explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally<br>express how I feel about the changes that will happen to me during puberty   |   | Y |
|   | describe how a baby develops from conception through the nine months of pregnancy, and how it is born<br>recognise how I feel when I reflect on the development and birth of a baby  |   |   |
|   | understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend<br>understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to |   |   |
|   | aware of the importance of a positive self-esteem and what I can do to develop it<br>express how I feel about my self-image and know how to challenge negative 'body-talk'   |   | Y |
|   | identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.<br>know how to prepare myself emotionally for the changes next year.   |   | Y |

\* These objectives are non-statutory

## **Curriculum delivery**

The delivery of relationships, health and sex education coincide with one another and will be delivered by class teachers as part of the school's PSHE curriculum and, where relevant, the Science curriculum. Where objectives relate directly to online safety, these will also be delivered and/or reinforced during Computing and ICT lessons.

In each year group, appropriate resources, including diagrams, videos, books, games, will be used to assist learning, alongside discussion and practical activities. At the discretion of the class teacher, pupils may, on occasion, be taught in gender-segregated groups, dependent upon the nature of the topic being delivered. When planning lessons, the class teacher will establish what is appropriate for one-to-one and whole-class settings, and plan their lessons accordingly. At all times, pupils will be encouraged to engage in discussion and ask questions, which will be answered sensitively, honestly and with due regard to the pupil's age and understanding.

All lessons are taught using simple, child-friendly language and pictures, which help children understand changes more effectively.

The key concepts that children learn in Jigsaw are inner strength, self-esteem and resilience. These are really important as they help keep children safe and it helps them make healthy decisions later in life.

Accurate information is important but only part of the picture: help them now by building their inner resilience, so they become mindful children, mindful teenagers, and mindful adults.

## **Equal opportunities**

We understand our responsibilities in relation to the Equality Act 2010; specifically, that we must not unlawfully discriminate against any person because of their age, sex or sexual orientation, race, disability, or religion/belief. The teaching of our relationships, health and sex education curriculum reflects these requirements set out in law so that pupils understand what the law does and does not allow, and the wider legal implications of the topics that are being taught.

We will ensure that all teaching and materials are appropriate for the ages of the pupils, their developmental stages and any additional needs, such as SEND. Curriculum plans will: provide appropriate challenge for pupils; be differentiated for pupils' needs; give an equal focus to boys and girls; support the reduction of stigma, particularly in relation to mental wellbeing; encourage openness through discussion activities and group work; challenge perceived views of protected characteristics through exploration of, and developing mutual respect for, those different to themselves.

## **Confidentiality**

Confidentiality within the classroom is an important component of relationships, health and sex education, and teachers will respect the confidentiality of their pupils as far as is possible. They will, however, report any concerns or disclosures that indicate potential abuse to the Designated Safeguarding Lead as per the school's Safeguarding and Child Protection policy. Pupils will be informed of the school's responsibilities in terms of confidentiality and will be supported to understand what action may be taken regarding any concerns that they share.

## **Monitoring and review**

This policy will be monitored by the Headteacher and Local Governing Body. Curriculum effectiveness will be evaluated as per the school's cycle for monitoring of teaching and learning, which will include review of lesson planning, lesson observation, and work scrutiny.

This policy will be reviewed every two years. Review will be undertaken (a) by REAch2 Academy Trust, regarding adherence to statutory requirements, and (b) by the Headteacher and Local Governing Body, regarding school-specific implementation and effectiveness. Policy review will take into account feedback from parents and carers, pupils and staff, as well as any changes to legal and statutory frameworks.

## Appendix 1

Outlined below are the units in which the statutory content is covered. The curriculum builds on the knowledge and understanding of the children over time – it is important that content is revisited and built upon several times.

| PSHE Unit Overview                                     |  |   |
|--|--|---|
| BM - Being Me in My World covered in Autumn 1/Term 1   | DG - Dreams and Goals covered in Spring 1/Term 3 | RL - Relationships covered in Summer 1/Term 5 |
| CD - Celebrating Difference covered in Autumn 2/Term 2 | HM - Healthy Me covered in Spring 2/Term 4       | CM - Changing Me covered in Summer 2/Term 6   |

| Relationships education: by the end of primary school, pupils should know: |   | Y1             | Y2             | Y3             | Y4                 | Y5                 | Y6                 |
|--|---|----------------|----------------|----------------|--------------------|--------------------|--------------------|
| Families and people who care for me  | 1. that families are important for children growing up because they can give love, security and stability   | RL, CM         | RL             | CD, RL, CM     | RL, CM             | BM, CD, DG, CM     | DG, CM             |
|  | 2. 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 | RL, CM         | RL             | CD, RL, CM     | RL, CM             | BM, CD, DG, CM     | DG, CM             |
|  | 3. 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  | RL, CM         | RL             | CD, RL, CM     | CM                 | BM, CD, DG, CM     | DG, CM             |
|  | 4. 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  | RL, CM         | RL             | CD, RL, CM     | RL, CM             | BM, CD, DG, CM     | DG, CM             |
|  | 5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong   |                | RL             | CD             |                    | CM                 | CM                 |
|  | 6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed  | CM             | RL             | CD             |                    | BM, CD             | DG, CM             |
| Caring friendships   | 7. how important friendships are in making us feel happy and secure, and how people choose and make friends   | BM, CD, RL     | CD, RL         | BM, CD, RL     | BM, HM, RL         | CD, DG, HM, RL     | BM, CD, DG, RL, CM |
|  | 8. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties                            | BM, CD         | CD, RL         | BM, CD, RL     | BM, HM, RL         | CD, DG, HM, RL     | BM, CD, DG, RL, CM |
|  | 9. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded   | BM, CD, RL     | CD, RL         | BM, CD, RL     | BM, CD, HM, RL     | CD, DG, HM, RL     | BM, CD, DG, RL, CM |
|  | 10. 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   | CD, RL         | CD, RL         | CD, RL         | BM, HM, RL         | CD, HM, RL         | BM, CD, RL, CM     |
|  | 11. 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 or advice from others, if needed  | CD, RL         | CD, RL         | CD, RL         | BM, CD, HM, RL     | CD, HM, RL         | BM, CD, RL, CM     |
| Respectful relationships   | 12. 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                  | BM, CD, DG, RL | BM, CD, DG, RL | BM, CD, DG, RL | BM, CD, DG, HM, RL | BM, CD, DG, HM, RL | BM, CD, DG, RL, CM |
|  | 13. practical steps they can take in a range of different contexts to improve or support respectful relationships   | BM, CD, RL     | BM, CD, DG     | BM, CD, DG, RL | BM, DG, HM, RL     | BM, CD, HM, RL     | CM, CD, DG, RL, CM |
|  | 14. the conventions of courtesy and manners   | BM             | BM, CD, DG     | BM, CD, DG     | BM, DG, RL         | BM, HM, RL         | CD, CM             |



|                      |  |                |                    |                |                    |                    |                        |
|----------------------|--|----------------|--------------------|----------------|--------------------|--------------------|------------------------|
|                      | 15. the importance of self-respect and how this links to their own happiness   | RL, CM         | BM, DG, RL         | CD, DG         | CD, HM             | BM, CD, DG, HM, RL | BM, CD, DG, HM, RL, CM |
|                      | 16. 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 | BM, CD, DG, RL | BM, CD, DG, RL     | BM, CD, DG, RL | BM, CD, DG, HM, RL | BM, CD, DG, HM, RL | BM, CD, DG, HM, RL, CM |
|                      | 17. 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           | CD             | CD                 | CD             | CD                 | BM, CD, DG, HM, RL | BM, CD, DG, HM, RL, CM |
|                      | 18. what a stereotype is, and how stereotypes can be unfair, negative or destructive   |                | CD                 | RL, CM         |                    | CD, DG, HM, RL     | CD, DG, HM, RL, CM     |
|                      | 19. the importance of permission-seeking and giving in relationships with friends, peers and adults  | RL, CM         | BM, CD, DG, RL, CM | BM, DG         | BM, DG, HM, RL     | BM, HM, RL         | BM, CD, HM, RL, CM     |
| Online relationships | 20. that people sometimes behave differently online, including by pretending to be someone they are not  |                | CD, RL             | BM, CD, HM, RL | BM, CD, HM         | HM, RL             | CD, RL, CM             |
|                      | 21. 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               |                | CD                 | BM, CD, HM, RL | CD, HM             | HM, RL             | CD, RL, CM             |
|                      | 22. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them  |                | CD, RL             | HM, RL         | BM, CD, HM         | HM, RL             | CD, RL, CM             |
|                      | 23. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met                                   |                |                    | BM, CD, HM, RL | CD, HM             | HM, RL             | CD, RL, CM             |
|                      | 24. how information and data is shared and used online   |                |                    | CD, HM, RL     | HM                 | HM, RL             | RL, CM                 |
| Being safe           | 25. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)   | CD, RL, CM     | BM, CD, RL, CM     | BM, CD, HM, CM | CM, CD, HM, RL, CM | CD, HM, RL, CM     | BM, CD, HM, RL, CM     |
|                      | 26. 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                     | CM             | RL, CM             | HM, CM         | CD, CM             | CD, HM, RL, CM     | CD, HM, RL, CM         |
|                      | 27. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact  | RL, CM         | RL, CM             | CM             | CM                 | CD, HM, RL, CM     | HM, RL, CM             |
|                      | 28. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know   | RL             | RL                 | HM, CM         | HM, CM             | RL                 | HM, RL, CM             |
|                      | 29. how to recognise and report feelings of being unsafe or feeling bad about any adult  | CD, CM         | BM, CD, RL, CM     | HM, CM         | HM, CM             | RL                 | HM, RL, CM             |
|                      | 30. how to ask for advice or help for themselves or others, and to keep trying until they are heard  | CD, RL         | BM, RL, CM         | CD, HM         | CD, HM, RL         | CD, HM, RL, CM     | BM, CD, HM, RL, CM     |
|                      | 31. how to report concerns or abuse, and the vocabulary and confidence needed to do so   | CD             | CD, RL, CM         | CD, HM         | CD, HM             | CD, HM, RL, CM     | BM, CD, HM, RL, CM     |
|                      | 32. where to get advice e.g. family, school and/or other sources   | CD, RL, CM     | BM, CD, HM, RL, CM | CD, HM, RL, CM |                    | CD, HM, RL, CM     | BM, CD, HM, RL, CM     |

|  |  |             |             |             |             |                    |                    |
|--|--|-------------|-------------|-------------|-------------|--------------------|--------------------|
| <b>Health education: by the end of primary school, pupils should know:</b> |  |             |             |             |             |                    |                    |
| Mental wellbeing   | 33. that mental wellbeing is a normal part of daily life, in the same way as physical health   | HM          | HM          |             | HM          | CD, DG, HM, RL, CM | BM, DG, HM, RL, CM |
|  | 34. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans | BM, CD, DG, | BM, CD, DG, | BM, CD, DG, | BM, CD, DG, | BM, CD, DG,        | BM, CD, DG,        |

|                             |   |            |            |            |                |                    |                    |
|-----------------------------|---|------------|------------|------------|----------------|--------------------|--------------------|
|                             | experience in relation to different experiences and situations  | HM, RL, CM | HM, RL, CM | HM, RL, CM | HM, RL, CM     | HM, RL, CM         | HM, RL, CM         |
|                             | 35. 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  |            |            |            |                |                    |                    |
|                             | 36. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate   | BM, DG     |            | CD, DG     | CD, HM, RL, CM | CD, HM, RL         | BM, CD, HM, RL, CM |
|                             | 37. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness   | DG, HM     | CD, DG     | HM         |                | DG, HM, RL, CM     | DG, HM, RL, CM     |
|                             | 38. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests   | DG, HM     | HM         | HM         | RL             | HM, RL, CM         | HM, RL, CM         |
|                             | 39. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support  | BM, CD     | HM         | CD         | CD, RL         | BM, CD, DG, HM, RL | CD, DG, HM, RL     |
|                             | 40. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing   | CD         | DG         | CD, HM     | CD, RL         | CD, HM, RL, CM     | CD, RL             |
|                             | 41. 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 wellbeing or ability to control their emotions (including issues arising online) | CD, HM     | DG         | CD, HM     | CD, RL         | BM, CD, HM, RL, CM | CD, DG, HM, RL, CM |
|                             | 42. 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   |            |            |            | RL             | BM, CD, HM, RL, CM | CD, DG, HM, RL, CM |
| Internet safety and harms   | 43. that for most people the internet is an integral part of life and has many benefits   |            | CD         | CD, HM, RL | BM, CD         | HM, RL, CM         | CD, RL, CM         |
|                             | 44. 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  |            | CD         | HM, RL     | BM, CD, DG     | HM, RL, CM         | CD, RL, CM         |
|                             | 45. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private   |            | CD         | CD, HM, RL | BM, CD, HM     | HM, RL             | CD, RL, CM         |
|                             | 46. why social media, some computer games and online gaming, for example, are age restricted  |            |            | CD, HM, RL | BM             | RL, CM             | RL, CM             |
|                             | 47. 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  |            | CD, RL     | CD, HM, RL | BM, CD, DG, HM | HM, RL, CM         | CD, RL, CM         |
|                             | 48. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted  |            |            | CD, HM, RL | BM             | HM, RL, CM         | CD, RL, CM         |
|                             | 49. where and how to report concerns and get support with issues online   |            | DG         | HM, RL     | BM, CD, HM     | HM, RL, CM         | CD, RL, CM         |
| Physical health and fitness | 50. the characteristics and mental and physical benefits of an active lifestyle   | DG         | HM         | HM         |                | HM, CM             | HM, RL, CM         |
|                             | 51. 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   | DG         | HM         | HM         |                | CM                 | HM                 |
|                             | 52. the risks associated with an inactive lifestyle (including obesity)   | DG         | HM         | HM         |                | RL, CM             | HM                 |
|                             | 53. how and when to seek support including which adults to speak to in school if they are worried about their health  |            | HM         | HM         | HM             | HM, RL, CM         | HM                 |
| Healthy eating              | 54. what constitutes a healthy diet (including understanding calories and other nutritional content)  | HM         | HM         | HM         |                | HM, CM             | HM                 |

|                            |   |                                  |                                  |                                    |   |        |        |
|----------------------------|---|----------------------------------|----------------------------------|------------------------------------|---|--------|--------|
|                            | 55. the principles of planning and preparing a range of healthy meals   | HM                               | HM                               | HM                                 |   | HM, CM | HM     |
|                            | 56. 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) | HM                               | HM                               | HM                                 |   | HM, CM | HM     |
| Drugs, alcohol and tobacco | 57. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking   | HM<br><i>(medicine safety)</i>   | HM<br><i>(medicine safety)</i>   | HM                                 | HM  | HM     | HM     |
| Health and prevention      | 58. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body   |                                  |                                  |                                    | HM, CM  |        | HM     |
|                            | 59. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer  | HM                               |                                  | HM                                 |   |        | HM     |
|                            | 60. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn   | HM                               | HM                               | HM                                 |   | RL     | HM     |
|                            | 61. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist   | HM                               | HM                               | HM                                 |   |        | HM     |
|                            | 62. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing  | HM                               |                                  | CM                                 | CM  | RL     | HM, CM |
|                            | 63. the facts and science relating to immunisation and vaccination  |                                  |                                  |                                    |   |        | HM     |
| Basic First Aid            | 64. how to make a clear and efficient call to emergency services if necessary   |                                  |                                  | HM                                 |   | HM     |        |
|                            | 65. concepts of basic first-aid, for example dealing with common injuries, including head injuries  |                                  |                                  |                                    |   | HM     |        |
| Changing adolescent body   | 66. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes   | CM<br><i>(naming body parts)</i> | CM<br><i>(naming body parts)</i> | CM<br><i>(introducing puberty)</i> | CM<br><i>(recap puberty and introduction to conception)</i> | CM     | CM     |
|                            | 67. about menstrual wellbeing including the key facts about the menstrual cycle   |                                  |                                  | CM<br><i>(introducing puberty)</i> | CM<br><i>(recap puberty and introduction to conception)</i> | CM     | CM     |

### Summary of the Jigsaw PSHE Programme Objectives covered at The Palmer Academy

## Jigsaw PSHE 3 -11/12 Content Overview



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

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