

Malmesbury Park Primary School
Relationships, Sex and Health Education Policy (RSHE)
(Adopted: June 2020 - Review June 2023)

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School aims and values which guide this policy:

- We work together to make learning purposeful and rewarding
- Learners will develop independence to achieve their full potential
- We are a caring community that promotes respect for self, others and our environment
- We create a supportive learning environment that develops confidence

Terms:

SRE - Sex and Relationships Education

RSHE - Relationships, Sex and Health Education

SMSC - Spiritual, Moral, Social and Cultural Development

MPPS - Malmesbury Park Primary School

ELSA - Emotional Literacy Support Assistant

ELF - Emotional Literacy and Feelings

DSL - Designated Safeguarding Lead

CAHMS - Children and Adolescent Mental Health Service

SENDCo - Special Educational Needs and Disabilities Co-ordinator

MDSA -Midday Supervisory Assistant

RE - Religious Education

Introduction

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 Children and Social Work Act 2017 placed a duty on the Secretary of State for Education to make the new subjects of Relationships Education at primary and Relationships and Sex Education (RSE) at secondary compulsory through regulations. The Act also provides a power for the Secretary of State to make Personal, Social, Health and Economic Education (PSHE), or elements of

the subject, mandatory in all schools. The department engaged with a wide range of interested organisations and conducted a call for evidence on the content of the subjects, and the status of PSHE. The findings gathered from the process informed the drafting of the regulations, statutory guidance and regulatory impact assessment. This includes the department's decision to make Health Education, not all of PSHE, compulsory.

The guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers will come into force in September 2020. 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 and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools.

At Malmesbury Park Primary Academy School we use 'JIGSAW - the mindfulness approach to PSHE', to deliver our RSHE curriculum. We are confident that the Jigsaw Programme covers all aspects of Relationships and Sex Education and Health Education in an age-appropriate way.

Rationale:

The purpose of the RSHE curriculum is to provide all pupils with opportunities to:

- Develop confidence and responsibility and make the most of their abilities
- Prepare to play an active role as citizens through developing skills for living and valuing themselves and respecting others
- Develop a healthy lifestyle
- Contribute to their community and the wider world and becoming morally and socially responsible
- Develop good relationships and respect the differences between people.

Vision and Aims:

Relationships, Sex and Health Education (RSHE) enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights, respect and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of the RSHE programme are:

- To prepare pupils to play an active role as citizens
- To develop a healthy and safe lifestyle
- To develop positive relationships and respect differences between people, valuing themselves and others

- To develop confidence in talking, listening and thinking about feelings and relationships
- To protect themselves and have the confidence to ask for help and support
- To build emotional literacy, resilience and good mental and physical health

Relationships, Sex and Health Education (RSHE)

What does Relationships Education cover?

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

The new guidance states that by the end of primary school all children should know: 'how to report concerns or abuse, and the vocabulary and confidence needed to do so'.

The new guidance states that Relationships Education should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBT and gender equality, in line with the Equalities Act 2010.

What is covered in Sex Education?

In the new guidance, the DfE continues to recommend that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

What is covered in Health Education?

Health Education will be mandatory in all primary schools in England (except Independent Schools who have separate requirements on PSHE education as per the Independent Schools Standard) from September 2020. Health Education includes a section for primary and secondary schools on puberty, the changing adolescent body, menstrual wellbeing and the menstrual cycle.

Relationships Education, Health Education, Science and Sex Education work together to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong.

Effective RSHE makes a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being by supporting children and young people's ability to learn, achieve and flourish.

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

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

RSHE at Malmesbury Park:

RSHE encompasses all areas designed to promote children's personal, social, health and economic development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop positive, worthwhile relationships, respect differences, develop independence and responsibility, and make the most of their own abilities and those of others. Additionally, children will come to appreciate difference and diversity.

RSHE is very closely linked to Social, Moral, Spiritual and Cultural development (SMSC). Opportunities to promote pupils' development in these areas are provided across the whole school curriculum

Through RSHE we cover a range of topics including: relationships, citizenship, cyberbullying, e-safety, stranger danger, road safety, and healthy lifestyles in order to develop and support children's resilience, emotional literacy and mental health.

At Malmesbury Park Primary School, RSHE is an important part of school life. Aspects of RSHE are taught within our project work and explored through assemblies, as well as having two dedicated half-days each half term to focus on specific themes. The RSHE curriculum is based on the themes covered in the Jigsaw Scheme of work: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me.

How is the Jigsaw programme taught in school?

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

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

Each Piece has two Learning Intentions: one is based on specific PSHE learning; and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

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

Each academic year begins with a two-week RSHE led curriculum project, based on new beginnings (starting a new school year), learning the routines and expectations, and creating a positive learning

environment through developing strong understanding of our school Ethos Values. This project is supported by the first Jigsaw Theme - Being Me in My World. Each project is designed to culminate with a presentation of work to support the 'Meet the Teacher' meetings in September of each new school year.

Our dedicated RSHE days cover topics such as: anti-bullying, British values, e-safety. These days are supplemented and supported by our work with the Safe Schools and Communities Team who come into school to work with the children on topics ranging from road safety to anti-social behaviour.

| Term | JIGSAW Theme | Content |
|-----------|------------------------|---|
| Autumn 1: | Being Me in My World | <ul style="list-style-type: none"> Includes understanding my place in the class, school and global community as well as devising Learning Charters |
| Autumn 2: | Celebrating Difference | <ul style="list-style-type: none"> Includes anti-bullying (cyber and homophobic bullying included) and diversity work |
| Spring 1: | Dreams and Goals | <ul style="list-style-type: none"> Includes goal-setting, aspirations, working together to design and organise fund-raising events |
| Spring 2: | Healthy Me | <ul style="list-style-type: none"> Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices |
| Summer 1: | Relationships | <ul style="list-style-type: none"> Includes understanding friendship, family and other relationships, conflict resolution and communication skills in Relationship Education |
| Summer 2: | Changing Me | <ul style="list-style-type: none"> Includes Relationships and Sex Education in the context of looking at change |

For further information about the content of each Theme, see Appendix 1 and 2

Sex and Relationships Education.

Definition

Sex and Relationships Education (SRE) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships including marriage, family life, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity. At school we do not advocate either discrimination or prejudice.

Sex education at Malmesbury Park Primary School is an integral element of a broad and balanced curriculum and is designed to be developmental and appropriate to the age and ability of the children in any group. It is concerned with the development of the whole person so that children have a wider understanding of themselves, personal relationships and their social responsibilities. The delivery of Sex and Relationship Education is not the sole responsibility of schools. Schools should work effectively in partnership with parents and carers.

Our SRE programme is holistic and developmental, and takes into account the guidelines set out in 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' Statutory guidance and the National Curriculum. All SRE is provided in a way that encourages pupils to consider morals and the value of family life. We aim to help young people learn to respect themselves and others, and move with confidence from childhood through adolescence and into adulthood.

The aims of the sex education programme are :

- To develop confidence in talking, listening and thinking about feelings and relationships
- To name parts of the body and describe how their bodies work
- To protect themselves and have the confidence to ask for help and support
- To prepare them for puberty

Provision and Resources

Work in SRE is always planned across the Health and Relationships strands of our curriculum. In Early Years education, time is given to the Personal, Social and Emotional development area of learning and is encompassed through daily routines and planned experiences. At Key Stages 1 and 2 the emphasis is on skills development and relationships education, with only a small proportion of time given to biological aspects. Activities planned will take into account the different learning styles.

At Foundation level children will cover the following issues:

* positive self-identity, respecting others, social skills, personal hygiene, working with others, expressing needs and feelings appropriately, consequences of words and actions

At Key Stage 1 children will cover the following issues:

*Friendships, antisocial behaviour, peer pressure, assertiveness, hygiene and looking after our bodies, differences between boys and girls, keeping safe, naming body parts, self image and caring for others.

At Key Stage 2 children will cover the following issues:

*Friendship conflicts and causes, understanding human emotions, bullying, appropriate behaviour, self esteem, self image and value, how have I changed?, feelings and emotions, coping with change, expectations, caring for others, empathy, puberty, hygiene and safety, challenges, peer pressure, social responsibility and antisocial behaviour, becoming a teenager and the impact of changes.

Science Curriculum regarding sex and relationships teaching.

Key Stage 1- Children will learn:

- That animals including humans, move, feed, grow, use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can produce offspring and these grow into adults
- To recognise the similarities between themselves and others and treat others with sensitivity

Key Stage 2- Children will learn :

- That the life processes common to humans and other animals include nutrition, growth and reproduction
- The main stages of the human life cycle

Teaching Sensitive and Controversial Issues

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

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

For further information about what is covered in JIGSAW lessons (Sex and Relationships Education, Drugs and Alcohol Education), see Appendix 3 and Appendix 5

Answering Difficult Questions and Sensitive Issues

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

All questions asked by the children will be answered, wherever appropriate, openly and honestly by the teacher/adult concerned. The teacher will also be in a position to offer pastoral support and guidance to any child who may need it. Parents will always be seen by the class teacher, Year Team Leader or Assistant Headteacher if any issues of concern are raised in school. Discussion will be encouraged and promoted at all times. Clear ground rules for discussion, excluding personal questioning of staff or pupils, will be established. We will attempt to deal with questions in a sensitive, open, frank and matter of fact way. Teachers can recommend pupils discuss sensitive issues with parents and carers.

Difficult or explicit questions do not have to be answered directly. Teachers will use their own discretion in these situations. RSHE lessons, R. E. and philosophy can support this.

At all times the correct anatomical vocabulary will be used in the correct context in lessons but we will take account of the need for children to express themselves in language they know and understand, especially at Key Stage 1.

In the years leading to transition to secondary school, it is important that pupils' emotional and physical development is well supported. There are clear parameters on what will be taught in Year 6. Parents of children in Year 6 will be consulted before the unit starts outlining the detail and importance of the SRE curriculum. Support on how to talk to their children about sex and relationships will be offered.

Some of the teaching of SRE will be taught in single gender groups in Key Stage 2 [for example changes during puberty]. A large proportion of the teaching will be whole class and small group discussions.

Resources and expertise from appropriate outside agencies may be utilised alongside teaching staff within the framework of this policy.

Parents will be invited in to discuss the teaching approach and resources such as the Living and Growing DVD, used in teaching sessions in Year 6. This takes place a month before the lessons and would normally be in the Spring Term.

| | | | |
|--------|--------------------------------------|--------|--|
| Year 6 | Living and Growing DVD (alternative) | Disc 3 | Programme 7 - How Babies are Made Programme 8 - How Babies are Born |
|--------|--------------------------------------|--------|--|

All pupils in Y6 will be given the opportunity to participate in Sex and Relationships Education (SRE). However, parents have the right to withdraw their children from some or all of the SRE curriculum after discussion with the head teacher and if the school is notified in writing. Children **will not** be withdrawn from lessons concerning puberty, the biological aspects of human growth and reproduction provided under 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' Statutory guidance and the National Curriculum - Science.

The head teacher and/or Governors have discretion in considering and deciding upon such requests for withdrawal. They will consider the implications of withdrawal for an individual pupil and for the school in terms of their obligation to ensure a balanced and relevant curriculum for all pupils.

For further information about what is covered in JIGSAW lessons, see Appendix 3

Pastoral Care Support (ELF):

At MPPS, we aim to develop the personal and social skills of all children, especially if these are not strengths. We aim to create an environment in which children are taught to relate well to each other and where differences of all kinds, including ability, are accepted. Some children may require additional arrangements for emotional and social development or support; for example Emotional Literacy Support (ELSA) work, or specific types of behaviour approaches.

The ELF room is a dedicated class room in the heart of the school. It offers a calm, relaxed environment for supporting individual and small group work. The room is co-ordinated by the DSL /

Pastoral Team and children are supported by two fully trained ELSA's (Emotional Literacy Support Assistants) and Attachment Leads knowledgeable in working with children who; have experienced trauma, have issues relating to emotional difficulties and/or feelings, are having friendship difficulties, need support to manage their anger, have low self-esteem, need support to encourage working together and sharing / motivation, loss or separation anxieties.

Children can self-refer to our morning 'drop in' during play times to share any concerns or worries that are on their mind. During lunch time children can attend Games Club to encourage a positive experience by way of a 20/20/20 structure. (20mins Lunch/20mins Games Club/20mins Playground) - Children can be invited to attend Games Club for an agreed time frame to support them through an emotionally difficult situation.

ELSA sessions:

The sessions we offer can be on a 1:1 basis, in small groups, whole classes and whole year groups. 1:1 sessions are tailored to suit the individual needs of the child through discussion, games, practical activities and role play, and can be linked to an IEP (individual education plan). The group activities are associated with the RSHE (personal, social and health education) curriculum of the school using the Silver Seal (social and emotional aspects of learning) materials.

Peer Mediator positions can be applied for and training is carried out by the Pastoral team termly. This responsibility is for children from Y3 to Y6 and they are expected to carry out their duty once a week during their lunch time. The mediation sessions take place in the ELF room under the guidance of the Pastoral team. Once children have been a mediator for at least a term they can then apply to be a Team Leader and have the responsibility of managing a team for one day a week. Our Peer Mediators also carry out a lunch time duty in our Foundation Stage playground supporting and encouraging our younger children to engage in appropriate play.

The Pastoral Team are trained to facilitate 'Draw and Talk' sessions. Drawing and talking is a safe, easy to learn method of working with children to help with underlying emotional difficulties that may be affecting their learning and behaviour. Parents/Carers, in collaboration with professionals, decide if this specific intervention is appropriate for their child. The child will then meet with either Mrs Phelps or Mrs Ruth at the same time each week for 30 minutes and this continues for a period of 12 weeks. Parents receive confirmation of this intervention in writing.

Key adults:

The Key Adults are managed by the Pastoral Head and weekly meetings are held to support our proactive approach. We are able to review current support and plan and prepare for upcoming changes or events. Key Adults *"introduce an attachment approach that optimises a child's relationship with a 'significant other person' in school, in order to lower the child's anxiety levels. This relationship will also prove beneficial to the child's global development, with regard to their view of themselves, others and the world."* (Louise Bomber - *Inside I'm Hurting*). All Key Adults receive clinical supervision half termly.

Parents:

To involve parents / guardians in the education of their children

- Parents are invited to visit the ELF room during Parent's evenings and to attend our 'Parent Drop In' sessions on Thursday mornings from 9.15-10.15 am (Appointments can be made at the school office).
- Close liaison through regular communication will ensure opportunities to discuss concerns or issues arising at home or school. The Pastoral Team will offer advice and support as necessary.
- Communication may be through formal or informal contact including meetings, letters or phone contact.

Relax Kids

Relax Kids classes are fun and engaging to help children manage stress and anxiety whilst building self-esteem and confidence. We use a simple 7 step Award-winning* system that includes movement and games, stretching and peer massage, breathing exercises, positive affirmations and visualisations. **Relax Kids system was used in CAMHS programme that won 2011 Nursing Standards Award in Mental Health category.*

For further information about what is covered in JIGSAW lessons (Physical Health and Mental Well-being), see Appendix 4.

Safeguarding Children:

Teachers need to be aware that sometimes disclosures may be made during RSHE sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the session ends. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's safeguarding and child protection policies are followed. If the adult believes that the child is at risk or in danger, she/he talks to the named DSL (Designated Safeguarding Lead) who will take action as laid down in the school's Safeguarding and Child Protection Policies. All staff members are familiar with the policy and know the identity of the members of staff with DSL responsibilities. The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported by the teacher throughout the process. All staff have an awareness of child protection procedures - please refer to the Malmesbury Park Primary School Safeguarding Policy.

There is a named member of staff responsible for all child protection and safeguarding policies, the DSL, who, as senior designated person, is consulted if any issues arise. The Safeguarding Policy includes procedures to be followed if a child discloses issues of concern in and/or out of school. All members of the Safeguarding Team receive clinical supervision half termly.

Differentiation/SEND

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities

that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels.

School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities and for some SEND pupils content and teaching is tailored to meet the specific needs of pupils at different developmental stages. As with all teaching we strive to ensure that teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

Equal Opportunities:

Equal opportunities is a fundamental right for all children regardless, for example, of gender, race, cultural and social backgrounds, religious beliefs, physical characteristics or educational needs.

To reinforce these rights this policy will actively promote the whole school policy for equal opportunities.

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT).

Inclusive RSE will foster good relations between pupils, tackle all types of prejudice - including homophobia - and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b). Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

Assessment, Recording and Reporting:

Aspects of each unit covered in RSHE will be recorded and assessed by the class teacher. Each Puzzle (except Puzzle 1) has a built-in assessment task, usually in Piece 5 or 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions. The task can be used as evidence in the PSHE Book. Progress in RSHE will be documented on the annual reports to parents.

Staff Support and development:

It is appreciated that some staff may feel less comfortable with some areas of the RSHE curriculum. All Staff will be supported with appropriate training, resources and support.

The role of the Head Teacher

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

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

Governing Body:

We have a governor responsible for the RSHE and Citizenship curriculum, which includes SRE.

Involving parents and carers

The school believes that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHE programme. Parents and carers are/will be given the opportunity to find out about and discuss the Jigsaw PSHE programme through:

- * Parents'/carers' evenings
- * Consultation on policy and curriculum development
- * Information leaflets/displays

Pupil Consultation:

It is useful for pupils to be consulted on their own personal, social and citizenship development. Through the School Council pupils will be involved in discussions about what sort of person they would like to be by the time they leave this school; what qualities, skills, attitudes, values are important to them as people? This will be further developed by asking pupils how they feel the school could support them with this and what initiatives the school could implement to support this e.g. friendship benches, peer mentoring systems. The RSHE lead will work with the School Council and ELF Team to take their ideas forward when appropriate.

Monitoring and Evaluation:

The RSHE subject leader will monitor the implementation and effectiveness of this policy within the framework of the school monitoring timetable and the RSHE management system. This will include staff and pupil interviews, work scrutiny and learning walks.

The Local Governing Body monitors the RSHE policy according to its policy review cycle, making recommendations for modifications. The Local Governing Body gives serious consideration to any

comments from parents about the sex education programme, and makes a record of all such comments. Governors require the Head Teacher to keep a written record, giving details of the content and delivery of the RSE programme and scrutinise materials to check they are in accordance with the school's ethos.

Dissemination

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

This policy should be read in conjunction with the following School Policies:

1. Safeguarding Policy
2. Child Protection Policy
3. Anti-Bullying and Harassment for Pupils policy
4. Guidance to Staff - Bullying of Pupils
5. E-Safety Policy
6. Behaviour Policy
7. Confidentiality Policy
8. Drug and Alcohol Education Policy
9. Equal Opportunities Policy
10. Health and Safety Policy
11. Special Educational Needs Policy

APPENDIX 1

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

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

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

| Relationships | The Statutory Guidance states that pupils should know... | How Jigsaw provides the solution |
|-------------------------------------|--|---|
| 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. • about different types of bullying (including cyberbullying), the impact of bullying, | <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 |

| | | |
|----------------------|---|---|
| | <p>responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <ul style="list-style-type: none"> • 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. | <p>All of these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference |

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| | <ul style="list-style-type: none">• 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. | |
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APPENDIX 2

Jigsaw RSE Content

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

| Year Group | JIGSAW Piece Number and Name | 'Pupils will be able to... Learning Intentions |
|------------|---|--|
| FS1/2 | Piece 1 My Family and Me! | <ul style="list-style-type: none"> I can tell you about my family I can identify some of the jobs I do in my family and how I feel like I belong |
| | Piece 2 Make friends, make friends, never ever break friends! - Part 1 | <ul style="list-style-type: none"> I understand how to make friends if I feel lonely I know how to make friends to stop myself from feeling lonely |
| | Piece 3 Make friends, make friends, never ever break friends! - Part 2 | <ul style="list-style-type: none"> I can tell you some of the things I like about my friends I can think of ways to solve problems and stay friends |
| | Piece 4 Falling out and bullying - Part 1 | <ul style="list-style-type: none"> I know what to say and do if somebody is mean to me I am starting to understand the impact of unkind words |
| | Piece 5 Falling out and bullying - Part 2 | <ul style="list-style-type: none"> I can use Calm Me time to manage my feelings |
| | Piece 6 Being the best friend we can be | <ul style="list-style-type: none"> I can work together and enjoy being with my friends I know how to be a good friend |
| 1 | Piece 1 Families | <ul style="list-style-type: none"> I can identify the members of my family and understand that there are lots of different types of families I know how it feels to belong to a family and care about the people who are important to me |
| | Piece 2 Making friends | <ul style="list-style-type: none"> I can identify what being a good friend means to me I know how to make a new friend |

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| | Piece 3 Greetings | <ul style="list-style-type: none"> • I know appropriate ways of physical contact to greet my friends and know which ways I prefer • I can recognise which forms of physical contact are acceptable and unacceptable to me |
| | Piece 6 Celebrating my special relationships | <ul style="list-style-type: none"> • I can tell you why I appreciate someone who is special to me • I can express how I feel about them |
| 2 | Piece 1 Families | <ul style="list-style-type: none"> • I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate • I accept that everyone's family is different and understand that most people value their family |
| | Piece 2 Keeping safe - exploring physical contact | <ul style="list-style-type: none"> • I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not • I know which types of physical contact I like and don't like and can talk about this |
| | Piece 3 Friends and conflict | <ul style="list-style-type: none"> • I can identify some of the things that cause conflict with my friends • I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends |
| | Piece 4 Secrets | <ul style="list-style-type: none"> • I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret • I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this |
| | Piece 5 Trust and appreciation | <ul style="list-style-type: none"> • I recognise and appreciate people who can help me in my family, my school and my community • I understand how it feels to trust someone |
| | Piece 6 Celebrating My Special Relationships | <ul style="list-style-type: none"> • I can express my appreciation for the people in my special relationships I am comfortable accepting appreciation from others |
| 3 | Piece 1 Family roles and responsibilities | <ul style="list-style-type: none"> • I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females • I can describe how taking some responsibility in my family makes me feel |

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| | Piece 2 Friendship | <ul style="list-style-type: none"> • I can identify and put into practice some of the skills of friendship, e.g. taking turns, being a good listener • I know how to negotiate in conflict situations to try to find a win-win solution |
| | Piece 3 Keeping myself safe | <ul style="list-style-type: none"> • I know and can use some strategies for keeping myself safe • I know who to ask for help if I am worried or concerned |
| | Piece 6 Celebrating my web of relationship | <ul style="list-style-type: none"> • I know how to express my appreciation to my friends and family • I enjoy being part of a family and friendship groups |
| 4 | Piece 1 Relationship web | <p>I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant</p> <p>I know how it feels to belong to a range of different relationships and can identify what I contribute to each of them</p> |
| | Piece 2 | I can identify someone I love and can express why they are special to me |
| 4 | Piece 1 Relationship web | <ul style="list-style-type: none"> • I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant • I know how it feels to belong to a range of different relationships and can identify what I contribute to each of them |
| | Piece 2 Love and loss | <ul style="list-style-type: none"> • I can identify someone I love and can express why they are special to me • I know how most people feel when they lose someone or something they love |
| | Piece 6 Celebrating my relationships with people and animals | <ul style="list-style-type: none"> • I know how to show love and appreciation to the people and animals who are special to me • I can love and be loved |
| 5 | Piece 2 Getting on and falling out | <ul style="list-style-type: none"> • I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends • I know how to stand up for myself and how to negotiate and compromise |
| | Piece 3 Girlfriends and boyfriends | <ul style="list-style-type: none"> • I understand how it feels to be attracted to someone and what having a boyfriend/ girlfriend might mean |

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| | | <ul style="list-style-type: none"> • I understand that relationships are personal and there is no need to feel pressured into having • a boyfriend/ girlfriend |
| | Piece 4 Girlfriends and boyfriends | <ul style="list-style-type: none"> • I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean • I can recognise the feeling of jealousy, where it comes from and how to manage it |
| | Piece 5 Relationships and technology | <ul style="list-style-type: none"> • I understand how to stay safe when using technology to communicate with my friends • I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to others |
| | Piece 6 Relationships and technology | <ul style="list-style-type: none"> • I can explain how to stay safe when using technology to communicate with my friends • I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others |
| 6 | Piece 1 My relationships web | <ul style="list-style-type: none"> • I can identify the most significant people to be in my life so far • I understand how it feels to have people in my life that are special to me |
| | Piece 4 Power and control | <ul style="list-style-type: none"> • I can recognise when people are trying to gain power or control • I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control |
| | Piece 5 Being safe with technology 1 | <ul style="list-style-type: none"> • I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening • I can take responsibility for my own safety and well-being |
| | Piece 6 Being safe with technology 2 | <ul style="list-style-type: none"> • I can use technology positively and safely to communicate with my friends and family • I can take responsibility for my own safety and well-being |

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

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

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

| Year Group | Piece Number and Name | 'Pupils will be able to...' Learning Intentions |
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| FS1/2 | Piece 3 Growing Up | D4 - Seek out others to share experiences. Show affection and concern for people who are special to them D6 - Explain own knowledge and understanding, and ask appropriate questions of others ELG - Show sensitivity to others' needs and feelings |
| 1 | Piece 4 Boys' and Girls' Bodies | <ul style="list-style-type: none"> identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private |
| 2 | Piece 4 Boys' and Girls' Bodies | <ul style="list-style-type: none"> recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private tell you what I like/don't like about being a boy/girl |
| 3 | Piece 1 How Babies Grow | <ul style="list-style-type: none"> understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby express how I feel when I see babies or baby animals |
| | Piece 2 Babies | <ul style="list-style-type: none"> understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family |
| | Piece 3 Outside Body Changes | <ul style="list-style-type: none"> understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process |

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| | | <ul style="list-style-type: none"> recognise how I feel about these changes happening to me and know how to cope with those feelings |
| | Piece 4 Inside Body Changes | <ul style="list-style-type: none"> identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings |
| 4 | Piece 2 Having A Baby | <ul style="list-style-type: none"> correctly label the internal and external parts of male and female bodies that are necessary for making a baby understand that having a baby is a personal choice and express how I feel about having children when I am an adult |
| | Piece 3 Girls and Puberty | <ul style="list-style-type: none"> describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty |
| 5 | Piece 2 Puberty for Girls | <ul style="list-style-type: none"> explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for me |
| | Piece 3 Puberty for Boys and Girls | <ul style="list-style-type: none"> describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty |
| | Piece 4 Conception | <ul style="list-style-type: none"> understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways |
| 6 | Piece 2 Puberty | <ul style="list-style-type: none"> explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally |

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| Piece 3 Girl Talk/Boy Talk | <ul style="list-style-type: none"> • ask the questions I need answered about changes during puberty • reflect on how I feel about asking the questions and about the answers I receive |
| Piece 4 Babies - Conception to Birth | <ul style="list-style-type: none"> • describe how a baby develops from conception through the nine months of pregnancy, and how it is born • recognise how I feel when I reflect on the development and birth of a baby |
| Piece 5 Attraction | <ul style="list-style-type: none"> • understand how being physically attracted to someone changes the nature of the relationship • express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this |

APPENDIX 4

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

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

By the end of primary school:

| | The Statutory Guidance states that pupils should know... Pupils should know | How Jigsaw provides the solution |
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| 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 | <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 |

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| | <p>(including issues arising online).</p> <ul style="list-style-type: none">• 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. | |
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| 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. | <p>All of these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> • Healthy Me |
| Healthy eating | <ul style="list-style-type: none"> • 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). | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me |

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| Drugs, alcohol and tobacco | <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 | <p>All of these aspects are covered in lessons within the Puzzles</p> <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 if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me |
| 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. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Changing Me • Healthy Me |

Drug and Alcohol Education

Definition of 'Drugs':

This policy uses 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.

Moral and Values Framework

The Drug and Alcohol Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

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

Jigsaw Drug and Alcohol Education Content

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

| Year Group | Piece Number and Name | 'Pupils will be able to...' Learning Intentions |
|-------------------|--|---|
| 2 | Piece 3 Medicine Safety | <ul style="list-style-type: none"> • understand how medicines work in my body and how important it is to use them safely • feel positive about caring for my body and keeping it healthy |
| 3 | Piece 3 What Do I Know About Drugs? | <ul style="list-style-type: none"> • tell you my knowledge and attitude towards drugs • identify how I feel towards drugs |
| 4 | Piece 3 Smoking | <ul style="list-style-type: none"> • understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke • can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others |
| | Piece 4 Alcohol | <ul style="list-style-type: none"> • understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol • can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others |
| 5 | Piece 1 Smoking | <ul style="list-style-type: none"> • know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart • make an informed decision about whether or not I choose to smoke and know how to resist pressure |
| | Piece 2 Alcohol | <ul style="list-style-type: none"> • know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart • make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure |

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| 6 | Piece 2 Drugs | <ul style="list-style-type: none"> • know about different types of drugs and their uses and their effects on the body particularly the liver and heart • be motivated to find ways to be happy and cope with life's situations without using drugs |
| | Piece 3 Alcohol | <ul style="list-style-type: none"> • evaluate when alcohol is being used responsibly, anti-socially or being misused • tell you how I feel about using alcohol when I am older and my reasons for this |