



Sudbourne Primary School

Personal, Social, Health Education
(PSHE) Policy

2023

*(Including Relationships Education,
Relationships and Sex Education, and Health
Education)*

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1. Context

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.

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#). However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. In teaching relationships education, we must have regard to [guidance](#) issued by the Secretary of State as outlined in section 403 of the [Education Act 1996](#).

This policy outlines our PSHE provision at Sudbourne Primary School, which includes our provision for Relationships Education, Relationships and Sex Education, and Health Education under the new statutory guidance.

2. What is PSHE?

At Sudbourne School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. At Sudbourne, PSHE is made up of components relating to:

1. Developing children's emotional literacy in areas of:
 - self-awareness
 - social skills
 - empathy
 - motivation
 - managing feelings
2. Developing knowledge, skills and understanding of:
 - Relationships education
 - Physical health education
 - Mental health education

At Sudbourne, we believe that these opportunities are vital for children's development, their understanding of themselves and others, and in increasing their capacity to learn, and to flourish as individuals.

3. Why Jigsaw?

We use the Jigsaw Programme (see [here](#) for website link for more information) for our PSHE provision for the following reasons:

1. It is a whole school approach providing detailed and comprehensive schemes of learning for ages 3-16. It gives teachers progressive lesson plans with all teaching resources included, to an online 'staffroom' providing additional supporting documents and teaching resources. We know that all our teachers will be confident teaching from this programme which will be able them to ensure that we have a common message for our children (and our parents).

2. It provides a comprehensive, carefully thought-through, whole school – from Nursery up to Year 6, scheme of work. This approach enhances our ability to provide a coherent and consistent teaching and learning message (e.g. strategies being taught, language being used) for all our children as well as ensure that there is a progression in learning from year to year.
3. The Jigsaw Programme also supports the “Personal Development” and “Behaviour and Attitude” aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.
4. It is a well-established and has a good reputation across primary schools in England. We hope this will reassure our parents/carers that the content we are using to teach their children is age and stage suitable, and fully in line with statutory requirements.
5. It provides an additional ‘Resilience’ component that we believe to be very important for our children at Sudbourne.
6. Our subscription to Jigsaw means that we receive complimentary policy updates ensuring that we are always using the most up to date teaching materials and that our teachers are well-supported.
7. It is so much more than a scheme of work. The Jigsaw teaching materials integrate Personal, Social, Health Education (PSHE) with emotional literacy, the development of social skills, alongside more progressive mental health approaches of mindfulness and spiritual development in a whole-school approach.
8. It perfectly aligns with our school's values and beliefs about inspiring and empowering our children to flourish through a nurturing, inclusive and fulfilling education.

4. Policy guidance

Our PSHE policy is informed by existing DfE guidance:

1. Keeping Children Safe in Education 2020 (statutory guidance)
2. Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
3. Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
4. Equality Act 2010
5. Schools SEND code of practice: 0 to 25 years (statutory guidance)
6. Alternative Provision (statutory guidance)
7. Mental Health and Behaviour in Schools (advice for schools)
8. Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
9. Sexual violence and sexual harassment between children in schools (advice for schools)
10. The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
11. Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC))

The Jigsaw Programme is also aligned to the PSHE Association Programmes of Study for PSHE. We are therefore confident that the content, coverage, pitch and expectations for PSHE in general and RSE more specifically, fully meets government requirements.

5. Statutory Regulations for Relationships Education, Relationships and Sex Education, and Health Education

The Department for Education has made changes to relationships and sex education following nationwide consultation which came into effect from September 2020 and all schools are required to comply with the updated requirements. The DfE's Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory Guidance document – provided [here](#), contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, RSE, and Health Education.

"The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools."

(DfE Guidance p.8)

The guidance focuses on healthy relationships and keeping children safe in the modern world. It also covers a wide range of topics relating to physical and mental health, wellbeing, safeguarding and healthy relationships. Learning about the emotional, social and physical aspects of growing up will give children and young people the information, skills and positive values to have safe, fulfilling relationships and help them take responsibility for their own well-being. Consequently, from September 2020, Relationships and Sex Education (RSE), along with Health Education, will be statutory, and form part of the National Curriculum.

5.1 Sudbourne School Consultation

Sudbourne Primary School undertook parent/carer and staff consultation on Relationships and Sex Education policy and curriculum content in December 2020/January 2021 which helped inform our decisions on when and how certain content is covered in the RSE curriculum.

In summary, based on consultation outcomes, Sudbourne Primary School will teach aspects relating specifically to Sex Education under the umbrella of our PSHE provision rather than our Science Curriculum.

Our Science Curriculum will still contain content on reproduction – see section 5.1.1. Sudbourne Primary School will teach children compulsory relationships education and compulsory health education under the umbrella of our PSHE provision.

See Section 9 for further information.

Science Curriculum

Science education is compulsory and will, in Year 5, include:

- Living things and their habitats (from the DFE National Curriculum – Science)

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Click here for more information on the National Curriculum in England: science programmes of study.

6. Relationships Education (RE)

6.1 Statutory Relationships Education Learning Outcomes

Relationships Education is statutory. It consists of 32 outcomes (DFE guidance pages 20-21) that pupils should know 'by the end of primary school' – see Appendix 1. Relationships Education in primary schools is expected to cover:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationship
- Being safe

The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education - see Appendix 3.

It is important to explain that whilst the Relationships Puzzle Piece (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

7. LGBTQ and Equality – Sudbourne's Position

There are 4 important statements in the DFE guidance (p15) that inform our decisions relating to teaching and learning of relationships education at Sudbourne. These are that:

1. Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect.
2. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics'
3. We expect all pupils to have been taught LGBTQ content at a timely point as part of this area of the curriculum
4. At the point at which schools consider it appropriate to teach their pupils about LGBTQ, they should ensure this content is fully integrated into their programmes of study for this area rather than delivered as a standalone unit or lesson"

For us at Sudbourne, we continue to believe that every child, indeed, every individual has the

right to be respected and celebrated for who we are, and our unique contribution we have to make in this world. Therefore, in alignment with DfE guidance, we intend to teach Relationships Education to children, in an age and stage appropriate way - which will include some aspects of LGBTQ issues - the most important lessons of **kindness and respect for all**, irrespective of their age, gender, race, faith, ability, family composition, sexual identity, or sexual orientation. To do any less than this, would be discriminatory.

The PSED or the Equality Act, as it is more commonly known, requires schools to eliminate discrimination; advance equality of opportunity; and foster good relationships. By doing so, the Equality Act encourages schools to meet the diverse needs of children and to improve outcomes for all pupils regardless of background. Part of the Equality 'duty' is to teach children about rights and responsibilities, acceptance, empathy and understanding of others.

We understand this to be a sensitive area for some. We respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education. There has also been much mis-information and false reporting in the media and on social media about how LGBTQ issues are to be taught within the Relationships, Health and Sex Education curriculum in primary schools. Jigsaw has produced a separate leaflet explaining its approach to this – it is available on the school website – link [here](#). We encourage our parents/carers to read this.

7.1 LGBTQ - What Jigsaw doesn't do

- Jigsaw does not teach or encourage children to be LGBTQ
- Jigsaw does not teach what LGBTQ people do sexually or how their relationships function
- Jigsaw does not promote LGBTQ lifestyles as a preferential way of living
- Jigsaw's advice about answering children's questions age-appropriately does not sexualise children, destroy their innocence, or encourage them to experiment. There is more properly researched peer-reviewed evidence that supports this claim, than not.
- Jigsaw materials do not undermine 'family values'.

7.2 LGBTQ - What Jigsaw does do

- Jigsaw teaches children to be kind, understanding and respectful of others even if they are perceived as different
- Jigsaw teaches children that people have rights but there are also responsibilities that go with these
- Jigsaw teaches children that there are laws to protect them and others from being hurt or abused and helps protect them from bullying
- Jigsaw helps clarify (age -appropriately) questions that children may have about the world

8. Health Education (HE)

8.1 Statutory Health Education Learning Outcomes

Health Education is statutory. It consists of 35 outcomes (DfE guidance pages 32-35) that pupils should know by the end of primary school - see Appendix 2.

Health Education in primary schools is expected to cover:

- Mental wellbeing
- Internet safety and harms

- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body

The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education – see Appendix 3.

It is important to explain that whilst the Healthy Me Puzzle Piece (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the “Calm Me time” component, social skills are grown every lesson through the “Connect Us” activity and respect is enhanced through the use of the Jigsaw Class Charter.

8.2 Teaching about Puberty

Teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the ‘Changing adolescent body’ strand, and in Jigsaw this is taught as part of the Changing Me Puzzle Piece(unit).

9. Relationships and Sex Education (RSE)

9.1 DfE Guidelines

The DfE Guidance 2019 (p.23) recommends that all primary schools ‘have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, sex education is not compulsory in primary schools. Schools themselves are therefore allowed to determine the content of the sex education provision they will offer.

Guidance states that sex education should ensure that:

- both boys and girls are prepared for the changes that adolescence brings
- how a baby is conceived and born (drawing on knowledge of the human life cycle set out in the national curriculum for science)

9.2 Sudbourne School’s Position on the Value of Age Appropriate RSE

At Sudbourne, we believe that knowledge empowers and protects children as long as it is age-appropriate. At secondary school sex education is statutory and we believe that primary schools should prepare children with accurate knowledge about puberty and human reproduction before they transfer to secondary school.

We encourage parents/carers to also share with their child, basic information on such an important topic. We want children to be empowered with clear, factually correct, knowledge rather than false, often dangerous rumours or hearsay from peers about reproduction and related issues, that could put them at risk in later life. It is also important to note that research evidence shows that teaching children/young people in an appropriate way about this, does not encourage premature sexual activity. In fact it is the opposite; young people are less likely to undertake risky sex and relationships related behaviour in later life.

9.3 Teaching RSE in the Science Curriculum

The Year 5 curriculum for science (which is statutory), includes teaching and learning about reproduction in mammals. Parents/carers do not have a right to withdraw/excuse their child from science.

See section 5.1.1 for further details.

9.4 Teaching RSE in PSHE via Jigsaw

Puberty and human reproduction are taught in Jigsaw’s Puzzle (unit) called Changing Me. This Puzzle (unit) is taught in the Summer Term.

As stated before in Section 8.2, teaching and learning about Puberty is a statutory part of Health Education (the Changing Adolescent Body strand) and parents/carers cannot withdraw their child from this.

The grids below show a brief summary of the “Changing Me” Puzzle (unit), indicating what is taught and when, relating to Puberty and Human Reproduction.

The text in red can be interpreted as ‘Human Reproduction’ and if this is taught in PSHE, parents could request their children are withdrawn from all or part of these lessons. If taught in Science parents cannot exercise their right to withdraw.

Following our consultation with parents/carers/staff, Sudbourne Primary School has decided to teach Human Reproduction under the umbrella of PSHE, and not in Science.

Puberty and Human Reproduction in Jigsaw 3-11		
F5	Growing Up	How we have changed since we were babies
Y1	My changing body	Understanding that growing and changing is natural and happens to everybody at different rates
	Boys’ and girls’ bodies	Appreciating the parts of the body that make us different and using the correct names for them
Y2	The changing me	Where am I on the journey from young to old, and what changes can I be proud of?
	Boys and girls	Differences between boys and girls – how do we feel about them? Which parts of me are private?
Y3	Outside body changes	How our bodies need to change so they can make babies when we grow up – outside changes and how we feel about them
	Inside body changes	How our bodies need to change so they can make babies when we grow up – inside changes and how we feel about them <small>(animations used – shorter version Female and Male Reproductive Systems)</small>

Puberty and Human Reproduction in Jigsaw 3-11		
Y4	Having a baby	The choice to have a baby, the parts of men and women that make babies and – in simple terms – how this happens (animations used – the Female Reproductive System)
	Girls and puberty	How a girl's body changes so that she can have a baby when she's an adult – including menstruation (animations used – the Female Reproductive System)
Y5	Puberty for girls	Physical changes and feelings about them – importance of looking after yourself (animations used – the Female Reproductive System)
	Puberty for boys	Developing understanding of changes for both sexes – reassurance and exploring feelings (animations used – the Male Reproductive System)
	Conception	Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life (animations used – the Female and Male Reproductive Systems)
Y6	Puberty	Consolidating understanding of physical and emotional changes and how they affect us (animations used – the Female and Male Reproductive Systems)
	Girl talk / boy talk	A chance to ask questions and reflect (single sex) (animations used – the Female and Male Reproductive Systems)
	Conception to birth	The story of pregnancy and birth (animations used – the Female and Male Reproductive Systems)

*N.B. Only those aspects in red are not compulsory - therefore a parent/carer can withdraw/excuse their child from these lessons/parts of lessons only.

9.5 RSE Age and Stage Rationale

Correct terminology for body parts is introduced early to normalise this biological vocabulary and to support safeguarding. These words are not used in isolation but always in conjunction, ensuring children know these are private parts of their bodies.

Puberty is introduced gently in Year 3 because some girls may start their periods this early and it is necessary to prepare them for this, so they aren't scared or worried.

Conception is introduced age-appropriately in Y4 in the context of understanding why our bodies change during puberty. Understanding of Human Reproduction, conception and puberty is built upon in Year 5 and then puberty, conception and childbirth is age-appropriately covered in Year 6.

10. PSHE in the EYFS

In this section, we aim to lay out how Jigsaw provides the foundations for statutory Relationships and Health Education in the EYFS.

Although the DfE guidance does not specifically have outcomes for the Early Years Foundation Stage, good practice within this age range lays a solid foundation for the learning which will follow in later years.

The National EYFS Framework sets this out in detail.

10.1 Relationships Education in EYFS

Relationships are a "Golden Thread" woven throughout the Jigsaw Programmes as well as the focus of specific learning in the Relationships Puzzle (unit). Jigsaw is eager to start by building a positive relationship with self and looking outwards to building relationships with others. All of the session plans within Jigsaw include activities to enhance social skills. Many have this explicitly within the main session teaching and/or within the activities suggested for group work.

The DfE Guidance for Primary Schools states that children should learn about families and the characteristics of a healthy family life, and how important friendships are in making us feel happy and secure, and how people choose and make friends. This important work begins in EYFS in Jigsaw, for example in the Celebrating Difference Puzzle (unit), Session 3, and throughout the Relationships Puzzle where children will learn about topics such as how it feels to belong to my family, how to make friends and solve problems in friendships, understanding the impact of unkind words, and being a good friend. These pieces (sessions) on unkind words and feelings approach the concept of bullying in an age-appropriate way.

Celebrating Difference also begins the work on understanding that each person is unique and may be quite different, and teaches the children to respect this in others and within themselves, to see difference as a positive.

Stranger Danger is explicitly taught in Healthy Me (piece 6) to sow the seeds for the later learning on recognising who to trust and not to trust and what to do if they feel unsafe.

10.2 Health Education in EYFS

The aspects of physical health cited in the guidance as outcomes for Primary School children and which is included in EYFS Jigsaw, such as healthy eating, sleep/rest, regular physical exercise and personal hygiene are approached throughout the Healthy Me Puzzle. They are revisited again in Relationships when we discuss respecting our bodies.

Mindfulness (the ability to observe your thoughts and feelings in the present moment without judgment) is another “Golden Thread” that begins in Early Years so that Key Stage 1 and 2 teaching can build on a solid foundation. Each session, children are invited to participate in Calm Me time. Using the Jigsaw Chime to centre their attention and help build concentration, the practitioner uses the Calm me script to help children relax their bodies and calm their minds. These scripts use very simple breathing and visualisation techniques. These skills are built throughout the EYFS and some lessons (e.g. Relationships Piece 5) show the children how this new skill can be utilised outside of the specific Calm Me time to help them manage their feelings in other situations. This enables children to understand that being aware of how they are feeling and having age-appropriate strategies to cope with those feelings can help them in life and begins the understanding that mental well-being is just as important as physical well-being.

The Learning Intentions from each Jigsaw F2 lesson are included below in sequence from the beginning of the Jigsaw Programme to the end, 6 lessons for each half-term.

Those directly related to Relationships Education and Health Education are **highlighted**; although it must be remembered that Jigsaw as a whole, is designed to support the EYFS PSE development (Personal, Social, Emotional) outcomes and much of this work underpins Relationships Education and Health Education.

Being Me in My World
<ul style="list-style-type: none"> • I understand how it feels to belong and that we are similar and different • I can start to recognise and manage my feelings • I enjoy working with others to make school a good place to be • I understand why it is good to be kind and use gentle hands • I am starting to understand children’s rights and this means we should all be allowed to learn and play • I am learning what being responsible means
Celebrating Difference
<ul style="list-style-type: none"> • I can identify something I am good at and understand everyone is good at different things

<ul style="list-style-type: none"> • I understand that being different makes us all special • I know we are all different but the same in some ways • I can tell you why I think my home is special to me • I can tell you how to be a kind friend • I know which words to use to stand up for myself when someone says or does something unkind
<p>Dreams and Goals</p> <ul style="list-style-type: none"> • I understand that if I persevere I can tackle challenges • I can tell you about a time I didn't give up until I achieved my goal • I can set a goal and work towards it • I can use kind words to encourage people • I understand the link between what I learn now and the job I might like to do when I'm older • I can say how I feel when I achieve a goal and know what it means to feel proud
<p>Healthy Me</p> <ul style="list-style-type: none"> • I understand that I need to exercise to keep my body healthy • I understand how moving and resting are good for my body • I know which foods are healthy and not so healthy and can make healthy eating choices • I know how to help myself go to sleep and understand why sleep is good for me • I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet • I know what a stranger is and how to stay safe if a stranger approaches me
<p>Relationships</p> <ul style="list-style-type: none"> • I can identify some of the jobs I do in my family and how I feel like I belong • I know how to make friends to stop myself from feeling lonely • I can think of ways to solve problems and stay friends • I am starting to understand the impact of unkind words • I can use Calm Me time to manage my feelings • I know how to be a good friend
<p>Changing Me</p> <ul style="list-style-type: none"> • I can name parts of the body • I can tell you some things I can do and foods I can eat to be healthy • I understand that we all grow from babies to adults • I can express how I feel about moving to Year 1 • I can talk about my worries and/or the things I am looking forward to about being in Year 1 • I can share my memories of the best bits of this year in Reception

11. Pupils with special educational needs and disabilities (SEND)

Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils.

We recognise that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and therefore PSHE and Relationships Education and RSE can also be particularly important subjects for some of our pupils (e.g. those with Social, Emotional and Mental Health needs or learning disabilities).

Teachers will be aware of the need to amend some lesson content to meet the needs of pupils with SEND and as with all teaching for these subjects, we will ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

12. The Learning Sequence

As indicated earlier, Jigsaw covers all areas of PSHE for the primary phase of education including statutory Relationships and Health Education.

Jigsaw, as its name befits, uses term 'Puzzle' to denote its 6 learning units taught across the school. The table below gives the learning theme of each of the six Puzzle (units) and shows how these are taught across the school, deepening and broadening the learning every year.

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

At Sudbourne Primary School we allocate between 30-45 minutes to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced throughout the school week through class community time, circle time, weekly assemblies, our mindfulness activities, through consistent adult modelling to children. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

13. Parents' right to withdraw/excuse their child from RSE

Following parent/staff consultation – see section 5.1 – Sudbourne Primary School will provide sex education under the umbrella of the PSHE curriculum. All other areas of the RSHE curriculum remain compulsory. See Section 9 for more information.

This means that:

Parents/carers do not have the right to withdraw/excuse their child from any aspects of health education¹.

Parents/carers do not have the right to withdraw/excuse their child from any aspects of relationships education.

Parents/carers do have the right to withdraw/excuse their child from the PSHE lessons that explicitly teach human reproduction. In the Jigsaw Curriculum, there are only 3 lessons that are non-compulsory. They are taught in our Changing Me Puzzle unit of work, taught in the summer term. The lessons are:

- Year 4, Lesson 2 (Having a baby)
- Year 5, Lesson 4 (Conception)
- Year 6, Lesson 4 (Conception, birth)

The school will inform parents of this right by letter in advance of the Changing Me Puzzle, taught in Summer Terms. Requests for withdrawal should be put in writing and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from these aspects of sex education.

14. Roles and responsibilities

The Governing Board

The governing board will hold the headteacher to account for the implementation of this policy.

The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 9).

Staff

Staff are responsible for:

- Delivering PSHE, Relationships Education, Relationships and Sex Education, and Health Education in a sensitive way
- Modelling positive attitudes to PSHE, Relationships Education, Relationships and Sex Education, and Health Education
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

¹ Puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit).

15. Monitoring and Review

The delivery of PSHE (including RSHE) is monitored as part of the schools monitoring schedule to ensure policy alignment and compliance with statutory requirements.

The Governing Body will monitor this policy on an annual basis.

The Leadership and Management Team and the Governing Body will commit to giving serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors will be invited to scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Given the personal nature of PSHE teaching and learning, these lessons may elicit disclosures from children. Teachers will share any concerns they may have regarding a child's welfare to the Designated Safeguarding Lead.

Appendix 1 Statutory Requirements Relationships Education

DFE Guidance states that 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.

By the end of primary school:

	Pupils should know...
Families and people who care for me	<ul style="list-style-type: none"> • R1 that families are important for children growing up because they can give love, security and stability. • R2 the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • R3 that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • R4 that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • R7 how important friendships are in making us feel happy and secure, and how people choose and make friends • R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded • R10 that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • R12 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • R13 practical steps they can take in a range of different contexts to improve or support respectful relationships • R14 the conventions of courtesy and manners • R15 the importance of self-respect and how this links to their own happiness • R16 that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • R17 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

	<ul style="list-style-type: none"> • R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive • R19 the importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • R20 that people sometimes behave differently online, including by pretending to be someone they are not. • R21 that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • R24 how information and data is shared and used online.
Being safe	<ul style="list-style-type: none"> • R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • R26 about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. • R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, • R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. • R32 where to get advice e.g. family, school and/or other sources.

Appendix 2 Statutory Requirements Health Education

DFE guidance states that 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.

Jigsaw PSHE is fully compliant with the DfE Statutory Relationships & Health Education Guidance. This document maps the guidance to Jigsaw PSHE 3-11 by Year Group and Puzzle (unit of work) showing the depth and breadth of the curriculum coverage. The numbers in the boxes refer to the lesson plan in that Puzzle (unit) that contributes most to the specific statutory outcome.

By the end of primary school:

	Pupils should know
Mental wellbeing	<ul style="list-style-type: none"> • H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. • H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). • H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<ul style="list-style-type: none"> • H11 that for most people the internet is an integral part of life and has many benefits. • H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • H14 why social media, some computer games and online gaming, for example, are age restricted. • H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • H17 where and how to report concerns and get support with issues online.

Physical health and fitness	<ul style="list-style-type: none"> • H18 the characteristics and mental and physical benefits of an active lifestyle. • H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • H20 the risks associated with an inactive lifestyle (including obesity). • H21 how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<ul style="list-style-type: none"> • H22 what constitutes a healthy diet (including understanding calories and other nutritional content). • H23 the principles of planning and preparing a range of healthy meals. • H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and prevention	<ul style="list-style-type: none"> • H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • H31 the facts and science relating to immunisation and vaccination
Basic first aid	<ul style="list-style-type: none"> • H32 how to make a clear and efficient call to emergency services if necessary. • H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<ul style="list-style-type: none"> • H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • H35 about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 3 Jigsaw Curriculum Map

Jigsaw PSHE is fully compliant with the DfE Statutory Relationships & Health Education Guidance. This document maps the guidance to Jigsaw PSHE 3-11 by Year Group and Puzzle (unit of work) showing the depth and breadth of the curriculum coverage. The numbers in the boxes refer to the lesson plan in that Puzzle (unit) that contributes most to the specific statutory outcome.