



# **Birchwood Avenue Primary School**

## **PSHE (Personal, Social, Health Education) Policy**

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

### **Policy Review**

The policy was last reviewed and agreed by the Learning Committee on 24/06/2021.

It is due for review in June 2023 (up to 24 months from the above date).

Signature .....  
*Headteacher*

Date .....

Signature .....  
*Chair of Learning Committee*

Date .....

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## Context

Here, at Birchwood Avenue Primary School, we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education within our whole-school PSHE Programme. We have developed the curriculum in consultation with parents, pupils and staff taking into account the needs and feelings of pupils.

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.

## Aims

The aims of our Personal, Social, Health Education (PSHE) and Relationships and Sex Education (RSE) policy at Birchwood Avenue Primary School, is to ensure that our children are able:

- To have the confidence and self-esteem to value themselves and others
- To understand about the range of relationships, including the importance of family for the care and support of children
- To develop confidence in talking, listening and thinking about feelings and relationships
- To be able to name parts of the body and describe how their bodies work
- To be prepared for puberty
- To understand the consequences of their actions and behave responsibly and safely within relationships
- To be able to recognise unsafe situations and be able to protect themselves and know how to ask for help and support
- To understand the role the media plays in forming attitudes, and understand that this potentially can be biased
- To understand how safe routines can reduce the spread of viruses

## The Role of Parents

As a school community we are mindful that the primary role in children's SRE lies with their families. We wish to build and nurture a positive and supporting relationship with the families of our children, through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's RSE policy and practice (See appendix B for our RSE Parent's Guide from Jigsaw)
- Answer any questions that parents may have about their child's SRE
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for SRE in the school
- Parents have the right to withdraw their children from those aspects of Sex and Relationship education, not included in the Science Curriculum. However, this rarely happens, because by working in partnership with parents we enable them to recognise the importance of this aspect of their child's education
- If families do request their child be removed from these lessons, then that child will be provided with alternative work, linked with the PSHE programme, and be invited to join another class for that session. A register of any such pupils will be kept and distributed to all teachers involved

## The Role of the Governing Body

The Governing Board has delegated the approval of this policy to Learning Committee.

## The Role of the Headteacher

It is the responsibility of the Headteacher of School to:

- Ensure that parents and staff are informed about our RSE policy

- The policy is implemented effectively
- Ensure that members of staff are sufficiently trained, so that they can effectively teach and manage any difficult issues with sensitivity
- Regularly monitor this policy and report to governors on the effectiveness of the policy

### **The Role of the PSHE Lead**

Under the supervision of the Assistant Head for Standards and Curriculum, the PSHE Curriculum Achievement Lead will:

- Apply the school's PSHE and RSE policy
- Ensure staff are aware of and follow relevant published guidance (from sources such as Jigsaw and DfE)
- Ensure that appropriate safe working procedures are brought to the attention of all staff under their control.
- Take appropriate action on issues referred to them, informing the Headteacher of any problems they are unable to resolve within the resources available to them.
- Carry out regular monitoring of the curriculum area and report / record these.
- Ensure the provision of sufficient information, instruction and training to enable staff and pupils to achieve and progress in their knowledge, understanding and skills.
- Liaise with all stakeholders about the policy and implementation.

### **Staff**

All staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory 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.

### **The Role of the School and Other Members of the Community**

If the school liaises with external agencies regarding the school RSE programme, it will ensure that all adults, who work with children on these issues, are made aware of the school policy and that they work within this framework.

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme. Health professionals are expected to work within the school's RSE policy and on the instructions of the Head of School.

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)

- 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))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

## **Policy Review**

This policy is reviewed every 2 years.

## **Objectives**

As part of RSE, pupils will be taught about the nature and importance of all relationships and explore marriage, family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. We try to ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences, which allow them to respect themselves and others. We hope to prevent and remove all prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life and to become responsible members of our global community. We will work towards this aim in partnership with our families.

## **Teaching and Learning**

At Birchwood Avenue Primary School, we allocate 1 hour to PSHE each week, in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials, terminology (to ensure and that our teachers are well-supported. The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website.

This 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.

## **Statutory Relationships 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."

DfE Guidance p.8

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. "Secretary of State Foreword DfE Guidance 2019 p.4-5

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."

DfE Guidance p.8

## **Links with other areas of the curriculum**

We also teach RSE through other subject areas such as: Science, PE and R.E., where we feel that they contribute significantly to a child's knowledge and understanding their own body, and how it is changing and developing. Linked with R.E., children reflect on relationships, family and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important that all staff understand they have a collective responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

PSHE explicit lessons are reinforced and enhanced in many ways:

- Assemblies and collective worship
- Praise and reward system
- Learning Charter, through relationships child to child, adult to child and adult to adult across the school
- We aim to 'live' what is learnt and apply it to everyday situations in the school community.
- Class teachers deliver the weekly lessons to their own classes.

## **Science Curriculum**

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

### **In Key Stage 1 children learn:**

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

### **In Key Stage 2 children learn:**

- That the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle
- In Year 5 we place a particular emphasis on RSE, as many children experience puberty at this age. We teach the children about the parts of the body and how they work.
- We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single sex question sessions. Teachers do their best to answer all questions with sensitivity and care.
- By the end of Key Stage 2, we ensure that all children know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach these with due regard for the emotional development of the children (as stated earlier in this policy).

## What do we teach when and who teaches it?

### Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. Lessons will always be taught by the children's main class teacher i.e. not a supply teacher or a member of support staff. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
<b>Autumn 1:</b>	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.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	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
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

### Language

Children should be introduced, at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

### Pupils' Questions

It is essential for teachers to answer children's questions sensitively and openly. When they answer, it is essential to ensure that balanced information is provided, which will take into account the different faiths' views of our community and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of sex education; all questions must be handled sensitively and set within a general context. If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so pupils are fully informed and do not subsequently seek answers online. Questions which teachers feel uncertain about answering, should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes, before questions are answered.

If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion and passed to a senior member of staff.

### Harassment and bullying

Pupils come from a variety of backgrounds and all are entitled to learn in a supportive environment, free from fear or judgement. Some pupils may use terms such as 'poof', 'gay' and 'lesbian' as a way to harass other pupils. This behaviour is unacceptable and will be dealt with as any other form of harassment, through the school behaviour policy. An understanding of human difference, including sexuality, is an important aspect of education and will be addressed as appropriate through the curriculum.

### Visiting speakers

Any visiting speakers to the school should be familiar with the Birchwood Avenue Primary School's Policy on Sex and Relationships Education. All sessions run by a visiting speaker will also be attended by the class teacher, who is also familiar with the policy.

## **Advising Families**

Families will be advised (by letter) about forthcoming sex education lessons. Further details of the lessons will be provided to parents upon request and they will be invited to view any materials before the lesson.

## **Relationships Education**

### ***What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?***

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

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle (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.

## **Health Education**

### ***What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?***

Health Education in primary schools will 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 expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (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, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, 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 (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

## **Sex Education**

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'. (p. 23)

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'.

At Birchwood Avenue Primary School, we believe children should understand the facts about human reproduction before they leave primary school.

We define Sex Education as understanding Human Reproduction, which includes from conception to birth.

## Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is **not** about the promotion of sexual activity.

## Parents' right to request their child be excused from Sex Education

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

At Birchwood Avenue Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit).

We conclude that sex education refers to Human Reproduction and, therefore, inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

(It is imperative for us to look at the Jigsaw scheme of work **before** teaching commences, so we know which units we will include in this. We will inform parents of this right by letter in the Summer term, before the Changing Me Puzzle is taught, so we can inform them of content and show them the resources that will be used to lead the teaching.

## Parents' right to withdraw

Where in the Jigsaw curriculum RSE is covered, families have the right to withdraw their children from some or all RSE lessons, but not statutory Science lessons. However, should you be considering such a step, first talk it through with your child and then, if necessary, contact the PSHE Curriculum Lead, Assistant Headteacher or Headteacher.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and an agreed solution will be sought. This may be, but not be limited to, alternative work, linked with the PSHE programme, and be invited to join another class for that session. A register of any such pupils will be kept and distributed to all teachers involved.

## Confidentiality and Child Protection

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the member of staff will take the matter seriously and deal with it as a matter of child protection. Similarly, staff will also respond and follow school procedure, should a child indicate that they may have been a victim of abuse. In these circumstances, the staff member will talk to the child as a matter of urgency. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection and/or the Headteacher.

Legally, the school cannot and should not offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, then pupils are informed first and then supported by the designated teacher throughout the whole process.

## **Special Needs**

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

## **This policy will inform the school's Equalities Plan.**

At Birchwood Avenue Primary School, we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education. RSE will be taught to ensure quality of provision for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBTQ+ content at a timely point as part of this area of the curriculum".

For further explanation as to how we approach LGBTQ+ relationships in the PSHE (RSHE) Programme please see: 'Including and valuing all children'.

## **Complaints Procedure**

Any complaints about the Sex and Relationship programme should be made through the school's complaints procedure and in the first instance, be directed to the Headteacher.

Jigsaw PSHE documents needed to explain this policy:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)
- Including and valuing all children. What does Jigsaw teach about LGBTQ+ relationships?,

## **Dissemination**

Copies of this policy will be provided for staff. Parents/Carers will be informed of its availability upon request.

## **Links to Other Policies**

In conjunction with this policy, please also see:

- Behaviour policy and procedures
- Child Protection policy
- Anti-bullying policy and procedures
- Curriculum Policy

## Appendix 1: Relationships Education in Primary schools – DfE Guidance 2019

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

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

	<b>Pupils should know...</b>	<b>How Jigsaw provides the solution</b>
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>● that families are important for children growing up because they can give love, security and stability.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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).</li> <li>● how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>● 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.</li> <li>● what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>● the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>● Relationships</li> <li>● Changing Me</li> <li>● Celebrating Difference</li> <li>● Being Me in My World</li> </ul>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>● that people sometimes behave differently online, including by pretending to be someone they are not.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p>

	<ul style="list-style-type: none"> <li>● 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.</li> <li>● the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>● how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>● how information and data is shared and used online.</li> </ul>	<ul style="list-style-type: none"> <li>● Relationships</li> <li>● Changing Me</li> <li>● Celebrating Difference</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>● what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>● 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.</li> <li>● that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>● how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>● how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>● how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>● how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>● where to get advice e.g. family, school and/or other sources.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>● Relationships</li> <li>● Changing Me</li> <li>● Celebrating Difference</li> </ul>

## Appendix 2: Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. 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:

	<b>Pupils should know</b>	<b>How Jigsaw provides the solution</b>
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>● that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>● 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.</li> <li>● 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.</li> <li>● how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>● the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>● simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>● isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>● that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>● 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).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>● Healthy Me</li> <li>● Relationships</li> <li>● Changing Me</li> <li>● Celebrating Difference</li> </ul>

	<ul style="list-style-type: none"> <li>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.</li> </ul>	
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>that for most people the internet is an integral part of life and has many benefits.</li> <li>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.</li> <li>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.</li> <li>why social media, some computer games and online gaming, for example, are age restricted.</li> <li>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.</li> <li>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>where and how to report concerns and get support with issues online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Relationships</li> <li>Healthy Me</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> <li>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.</li> <li>the risks associated with an inactive lifestyle (including obesity).</li> <li>how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Healthy Me</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p>

	<ul style="list-style-type: none"> <li>the principles of planning and preparing a range of healthy meals.</li> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>Healthy Me</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>the facts and science relating to immunisation and vaccination</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Healthy Me</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary.</li> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Healthy Me</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Changing Me</li> <li>Healthy Me</li> </ul>

### Appendix 3: Parent/Carer Guide

The teaching of Sex and Relationship Education (SRE) at Birchwood Avenue Primary School is an important aspect of our pupils' education. RSE includes supporting young people to develop self-confidence, and to prepare them for physical and emotional changes as they approach adulthood. We believe that the teaching of SRE is shared with parents and should be mutually supportive and complementary.