



## **WHITCHURCH PRIMARY SCHOOL**

### **PSHE POLICY**

#### **(Including policy statement on SEX EDUCATION)**

#### **1. Introduction**

1.1 At Whitchurch, PSHE is at the core of what we do and enables our children to become independent, confident, healthy and responsible members of society. We believe that the promotion of health and wellbeing is central to the life of the school and its relationships with the surrounding community.

1.2 We want our children to;

- recognise the difference between right and wrong
- show confidence and ability to build and maintain friendships
- show resilience in the face of challenge, take risks and not be afraid to make mistakes
- treat others with respect and kindness
- value and accept differences in our community and the wider world
- develop an awareness of social, economic, political and ecological issues;
- nurture mutual trust and respect between individuals and groups;
- encourage the development of informed and responsible healthy life choices;
- develop positive attitudes towards health;
- feel confident and excited about the next step through being prepared for the opportunities, responsibilities and experiences of adult life.

1.3 Our PSHE curriculum develops learning and results in the acquisition of knowledge and skills which will prepare children for life as global citizens in an ever changing modern world.

1.4 Our Relationships and Sex Education enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives.

- 1.5 All children are entitled to receive sound information about keeping healthy and safe, emotionally and physically, both in their lives now and in the future. The scheme we use offers us a comprehensive, carefully thought-through spiral curriculum 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.
- 1.6 At Whitchurch Primary we choose to deliver Personal, Social, Health Education using the Jigsaw Scheme. It combines PSHE, mindfulness, social skills and spiritual development. Jigsaw aims to help children know and value who they really are and how they relate to other people in this ever-changing world. It covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age-appropriate way. It is broadly based, balanced and meets the needs of all pupils. In developing this policy, the teaching staff and non-teaching staff, the Governors, parents and pupils were consulted.

## **2. Definition**

2.1 PSHE is concerned with the total wellbeing of the individual. This includes:

- Developing the qualities and attributes children need to thrive as individuals, family members and members of society;
- The responsibility of the individual towards others and the environment;
- The education and understanding of the mental, physical, emotional, spiritual, environmental, cultural and social influences that shape the community and the interactions of individuals within it;
- A holistic model of personal and social development that encourages the making of health choices.

2.2 Within PSHE we recognise: Health Education, which involves engaging the children in activities that promote their physical well-being and encourages an adventurous approach to exercise, daily living, fresh air and exploration both in and out of school.

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

- 2.3 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'.
- 2.4 The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw scheme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education included in the appendix.

- 2.5 It is important to explain that whilst the Healthy Me Puzzle (unit) in the scheme covers most of the statutory Health Education, some of the outcomes are taught elsewhere in the scheme 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.
- 2.6 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 the scheme 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.

### **3. Relationship and Sex Education (Relationships, Sex and Health Education) Definition of Relationships, Sex and Health Education (RSHE)**

3.1 From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the 'changing adolescent body', included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019).

3.2 Effective Relationships and Sex Education can make 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. This is why the DfE recommend:

*"... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It 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." (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).*

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

3.3 Schools are to determine the content of sex education at primary school.

3.4 At Whitchurch Primary School, we believe children should understand the facts about human reproduction before they leave primary school so we teach this separately to girls and boys, following the scheme guidance as part of the Summer 2 unit Changing Me.

3.5 We define Sex Education as understanding human reproduction. We intend to teach this as part of PSHE.

3.6 At Whitchurch Primary School, puberty is taught as a statutory requirement of Health Education and covered by our scheme 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)

4.7 The school will inform parents of this right by a letter sent home during Summer Term 1, prior to the Changing Me unit being taught. Resources will be made available to parents in Summer Term 1, where parents can view the RSHE presentation, and find out our statutory and non-statutory content of the PSHE lesson.

We are of course happy to discuss the content of the curriculum and invite you to contact Miss Ross for further information.

## 5. What do we teach and who teaches it?

5.1 Jigsaw is a spiral curriculum, where topics are introduced and learning built week on week and year on year. All lessons are delivered in an age- and stage-appropriate way so that they meet our children's needs. where a different puzzle (unit) is followed each term. Each unit begins with a whole school assembly and then PSHE is taught once a week.

5.2 Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. 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
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

5.3 At Whitchurch Primary School we allocate 1 lesson (approx. 45mins) to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and ageappropriate way.

5.4 These 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.

5.5 A range of teaching strategies and learning styles will be used in the delivery of this policy. These will include:

- Circle time and class discussion;
- Imaginative writing;
- Reflection, sharing and showing;
- Role play and drama;
- The use of DVD and Computing;
- Visits and visitors where appropriate;
- Class lesson time;
- Peer education;
- Structured group work; ● Play and games.

5.6 Differentiation and progression will be ensured by a variety of approaches:

- The same activity but different expectations of outcome;
- The same theme but different levels of input;
- Allowing for a different pace of working;
- Different groupings of children;
- Developing different modules of work at different times of the year for different abilities.

5.7 Key Vocabulary covered within the Jigsaw programme.

Year	Lesson	Key Vocabulary	Note
Year 1	<p>Lesson four</p> <p>identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina</p>	<p>Male Female</p> <p>Vagina Penis</p> <p>Testicles Vulva</p> <p>Anus</p>	<p>This language is used to give the children a common language.</p>

Year 2	<p>Lesson four</p> <p>recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, vulva, anus) and appreciate that some parts of my body are private.</p>	<p>Male Female</p> <p>Vagina Penis</p> <p>Testicles Vulva</p> <p>Anus Public Private</p>	<p>This language is used to give the children a common language.</p>
Year 3	<p>Lesson two</p> <p>understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow</p>	<p>Baby Grow Uterus</p> <p>Womb Nutrients</p> <p>Survive Love</p> <p>Affection Care</p>	

Year 3	<p>Lesson four</p> <p>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</p>	<p>Puberty Male</p> <p>Female Testicles</p> <p>Sperm Penis</p> <p>Ovaries Egg Ovum/ Ova Womb/ Uterus</p> <p>Vagina</p>	<p><b>Note:</b></p> <p>This lesson does not attempt any explanation of how the sperm and the egg come together. Any questions will be dealt with without going into any detail.</p>
Year 4	<p>Lesson 2</p> <p>correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>Lesson 3</p>	<p>Key Vocabulary</p> <p>Making love Sexual Intercourse Fertilise Conception</p> <p>Puberty</p> <p>Menstruation</p> <p>Periods</p>	
	<p>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</p>		

Year 5	<p>Lesson 2</p> <p>Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally</p> <p>Understand that puberty is a natural process that happens to everybody and that it will be OK for me</p>	<p>Puberty</p> <p>Menstruation</p> <p>Periods Sanitary towels Sanitary pads</p> <p>Tampons</p> <p>Ovary/ Ovaries</p> <p>Vagina Oestrogen</p> <p>Vulva</p> <p>Womb/Uterus</p>	
	<p>Lesson 3 Describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty</p>	<p>Vocabulary Puberty</p> <p>Sperm Semen</p> <p>Testicles/Testes</p> <p>Erection Ejaculation</p> <p>Wet dream Larynx</p> <p>Facial hair Growth spurt Hormones</p>	
	<p>Lesson 4</p> <p>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</p> <p>Appreciate how amazing it is that human bodies can reproduce in these ways</p>	<p>Vocabulary</p> <p>Relationships</p> <p>Conception Making love Sexual intercourse</p> <p>Fallopian tube</p> <p>Fertilisation</p> <p>Pregnancy Embryo</p> <p>Umbilical cord</p> <p>Contraception</p> <p>Fertility treatment (IVF)</p>	



6	<p>Year 6 Lesson 3</p> <p>describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p>	<p>Pregnancy Embryo Foetus Placenta Umbilical cord Labour Contractions Cervix Midwife</p>	
6	<p>Lesson 4</p> <p>understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend</p>	<p>Attraction Relationship Pressure Love Sexting</p>	

## 6. The Foundation Stage

6.1 PSHE and Citizenship in the Foundation Stage comes under the umbrella of Personal, Social and Emotional Development; one of the 6 areas of learning. Successful personal, social and emotional development is critical for very young children in all aspects of their lives and gives them the best opportunity for success in all other areas of learning. There are three areas covered: self-confidence and awareness, managing feelings and behaviour and making relationships. It is also about developing respect for others, social competence and a positive disposition to learn.

6.2 At Whitchurch Primary School, much of children's Personal, Social and Emotional development is done continuously through talking and interacting with children. However, all children in the Foundation Stage take part in circle time sessions and all children follow regular PSHE and thinking skills sessions.

## 7. Teaching Sensitive and Controversial Issues

7.1 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.

7.2 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.

## **8. Answering Difficult Questions and Sensitive Issues**

8.1 Staff members are aware that views around RSHE-related issues are varied. However, while personal views are respected, all RSHE 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.

8.2 Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned.

8.3 Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Headteacher if they are concerned.

8.4 Our school believes that RSHE should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces (lessons) that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. LGBT+ bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

8.5 We are aware that certain children may need time to talk one-to-one after a lesson and we understand the importance to allow the time for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed.

## **9. Teaching about domestic violence, sexual exploitation, forced marriage, FGM, and breast ironing**

9.1 The scheme we use focuses on healthy relationships, what to do if you're worried about something, your rights as a child, personal space, body privacy and who can help us, and so on. Through this it builds their ability and confidence to speak out when they feel hurt or unsafe. The DfE Guidance (2019) states that in Primary School;

Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies.

9.2 The Jigsaw scheme does not cover these concepts discretely. That's not to say that children won't be experiencing them, and of course we want to protect children and inform them to prevent these things happening to them. For more details about how our scheme approaches these topics see [here](#).

## **10. Equality**

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

10.1 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 RSHE 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).

10.2 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...

10.3 We teach pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), in a way that is fully integrated into their Jigsaw programmes of study for this area of the curriculum and it is not delivered as a stand-alone unit or lesson. The curriculum enables children to understand the meaning of the words lesbian, gay, bisexual, transgender and heterosexual. At no point in this work is there any mention of sexual activity. It is about people and who they love, are attracted to and may want to marry or spend their lives with.

10.4 We talk about different kinds of families right from the start of school. Initially this is through selected fiction stories about different kinds of families. We also use Stonewall resources that show images of different kinds of families with the message "Different family, same love." At this stage it is about ensuring that children encounter all different kinds of families through different experiences, not pulled out as an individual topic.

10.5 The curriculum is about alleviating stereotyping, accepting and respecting all people and celebrating differences of all sorts. In this way we aim to value and include all children and all family compositions, not to mention all teachers and members of the school community, thus equipping children for life in an ever changing modern world.

At Whitchurch 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.

10.6 For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see:

['Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'](#)

## **11. Gender Identity**

11.1 The scheme's underpinning philosophy is to value every child as the unique human beings they are, and from this premise promotes acceptance and respect for self and others.

11.1 The relationship children have with themselves is paramount and the scheme focuses on developing a strong sense of identity, self-belief and self-esteem, within the wholeschool PSHE programme.

11.3 The scheme provides teacher notes to give ideas of how adults in the classroom could respond to questions on transgender, encouraging teachers to remember that the lesson is focussing on the importance on understanding how important it is to treat people as individuals and that for some this right is written in law, rather than focussing the lesson on the detail of what the term 'transgender' means.

11.4 The scheme pays careful attention to the images it uses in its materials and is mindful of reflecting diversity and not promoting stereotypes, so all children can resonate with what they see.

## **12. Differentiation/SEN**

12.1 The scheme is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will tailor each Piece (lesson) to meet the needs of all the children in their classes.

12.2 The school will also draw upon guidance and resources provided by **RSE framework and resources for pupils with SEND and/or additional needs.**

The RSE framework for pupils with SEND and/or vulnerabilities and resources are managed by the RSE Task and Finish Group which was established in February 2020 to specifically consider and address the safeguarding needs of young people with vulnerabilities (e.g. high functioning autism, mild / moderate learning disabilities, ADHD, attachment disorders, etc.).

The group comprises of representative members from Learner Engagement Services, SENSS, Education Psychology, Children's Social Care, LCSS and Schools (Primary, Secondary, Special, Virtual Schools for LAC and Independent). This group is accountable to the OSCB

Safeguarding in Education Sub-Group and meets annually or as needed to review/update the framework and resources. For more details please see Appendix B

<http://schools.oxfordshire.gov.uk/cms/content/rse-framework-pupils-send-andor-additionaln eeds>

### **13. Physical Health and Mental Wellbeing**

13.1 Effective Health 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 own and others' health and well-being. The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing.

13.2 Pupils will be taught the importance of daily exercise, good nutrition and sufficient sleep and taught the language to talk about their bodies and emotions. Children will be taught about internet safety and harms and the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking. Children will be taught the key facts about puberty and the changing adolescent body.

### **14. Eco Schools and school council**

14.1 As a member of Eco-Schools this whole school approach raises further the profile of children taking responsible actions for themselves and the community and world around them. School council is supported by the dedicated school council teacher or Headteacher and other classroom teachers run these programmes which impact on whole school projects where some of the work is completed in the context of PSHE lessons.

### **15. Assessment**

15.1 The personal nature of PSHE education means that it cannot be assessed in the same way as most other subjects. We therefore aim to recognise progress and attainment in the skills and attributes PSHE aims to develop.

15.2 The objectives covered by each Piece (lesson) are recorded in our online assessment package - Insight.

### **16. Management**

16.1 There is a designated PSHE Coordinator to oversee the planning of PSHE in the school. The co-ordinator will be responsible for informing the rest of the staff about new

developments and, where appropriate, for organising (and providing) appropriate training. The co-ordinator will advise colleagues on resources to aid planning and to use in the classrooms (including visits and visitors).

16.2 The coordinator will monitor the curriculum and will report to the Head Teacher annually on progress with regard to the school's development plan. The co-ordinator will remain up to date with local and national initiatives. The co-ordinator will keep staff informed of developments.

16.3 We will give serious consideration to any comments from parents about the sex education programme

16.4 This policy is therefore closely linked with other policies in the school, including:

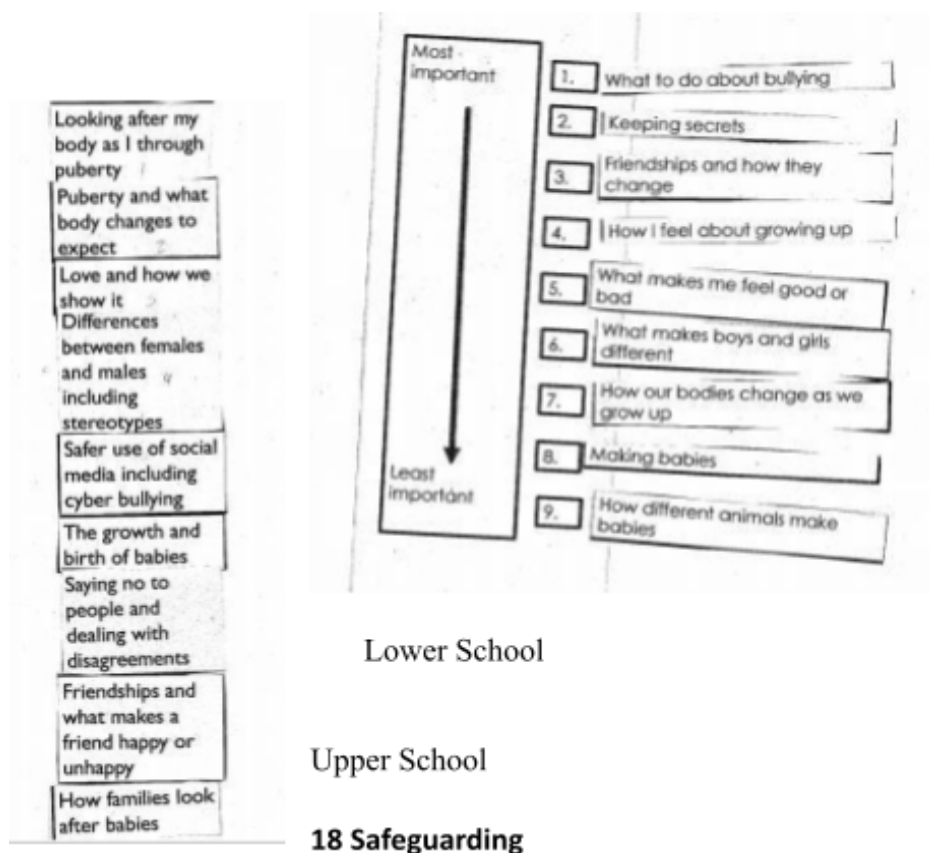
- Equal Opportunities Policy;
- Religious Education Policy;
- Collective Worship Policy;
- Physical Education and Physical Activity Policy;
- Drugs Policy;
- Behaviour and Discipline Policy;
- Community Cohesion Policy; ● Special Educational Needs Policy; ● Anti-Bullying Policy.

16.5 This policy is also informed by the following 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))

## 17 Pupil Voice

We want pupils to be able to contribute to the policy and have their voice heard. We asked them to complete an activity ordering some statements in order of importance to them that they will learn about during their SRE lessons.



18.1 Teachers conduct PHSE lessons in a sensitive manner and in confidence, however we are aware that sometimes disclosures may be made during lessons; in which case, safeguarding procedures will be followed immediately.

18.2 All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Update May 2019: School staff will review this policy when there is a significant change in regulation or guidance or when governors identify an area for school improvement that is covered by the policy. This will be reported to the Curriculum Committee.

Status of this Policy: Final

Date approved by Governing Body: September 2021

Lead contributions from: Sarah Hanfrey

Consulted with Parent group : July 2021

Staff: Geri Ross, Dawn Chesters

Governors: Curriculum governors



**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 references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

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>• R1 that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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).</li> <li>• 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</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>Caring friendships</b>	<ul style="list-style-type: none"> <li>• R7 how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> </ul>	
	<ul style="list-style-type: none"> <li>• R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>	
<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• R13 practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• R14 the conventions of courtesy and manners</li> <li>• R15 the importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• R19 the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>	

<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• R20 that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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</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>• R23 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>• R24 how information and data is shared and used 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>• Changing Me</li> <li>• Celebrating Difference</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p>
	<ul style="list-style-type: none"> <li>• 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.</li> <li>• R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. R30</li> <li>• 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.</li> <li>• R32 where to get advice e.g. family, school and/or other sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

### 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:

	Pupils should know	How Jigsaw provides the solution
<b>Mental wellbeing</b>	<ul style="list-style-type: none"><li>• H1 that mental wellbeing is a normal part of daily life, in the same way as physical health.</li><li>• 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.</li><li>• 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.</li><li>• H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li><li>• H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li><li>• H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li><li>• 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.</li><li>• H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li><li>• 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).</li><li>• 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.</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>

<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• H11 that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</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>
	<ul style="list-style-type: none"> <li>• H13 how to consider the effect of their online actions on others and know pl;how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• H14 why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• H16 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>• H17 where and how to report concerns and get support with issues online.</li> </ul>	
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• H18 the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• H20 the risks associated with an inactive lifestyle (including obesity).</li> <li>• H21 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>• H22 what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• H23 the principles of planning and preparing a range of healthy meals.</li> <li>• 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).</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>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>	
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>• H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• 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.</li> <li>• H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</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>
	<ul style="list-style-type: none"> <li>• H31 the facts and science relating to immunisation and vaccination</li> </ul>	
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• H32 how to make a clear and efficient call to emergency services if necessary.</li> <li>• H33 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>• H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• H35 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>

## **Oxfordshire Relationships Education (Primary) and Relationships and Sex Education (RSE) (Secondary) FRAMEWORK for pupils with SEND and/or vulnerabilities**

This framework has been developed using the Department for Education's [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(June 2019\)](#) guidance but does not include materials for health education. The framework should be used alongside the guidance which provides information about requirements, policy, working with parents and carers, etc. The framework aims to provide resources and activities, based on the DfE recommendations for what pupils should know at the end of primary and secondary school. The majority of materials are provided in the 'primary' framework. There are also materials and activities that can be used by secondary-aged/Post-16 students contained in the 'primary' framework. Some additional materials are provided in the 'secondary' framework.

The DfE guidance refers to the need to make materials accessible for all pupils including those with special educational needs and disabilities (SEND); this framework aims to support schools in doing this. The guidance also states that when delivering RE and RSE, schools should 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. Schools should ensure that when they deliver education about LGBT, that this is fully integrated into their programmes of study rather than delivered as a stand-alone unit. We are aware that this is an area where some schools feel least confident so have included a variety of activities and resources. Many resources that we have recommended are not LGBT-inclusive so will need to be adapted to meet the requirements of the guidance.

**N.B.** Schools are responsible for what they teach and the resources they choose to use/adapt from this framework.

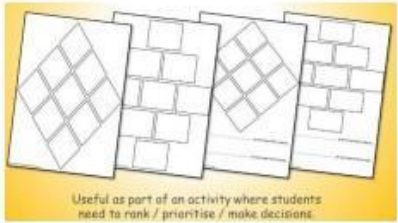
### Example of additional advice and guidance



## Caring Friendships

By the end of primary school, pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Introducing core concepts (Pre-formal)	Developing core concepts (Semi-formal)	Extending core concepts (Formal)
<p>Collect photos, videos, audio clips of different friends and pupils across your setting, etc.</p> <p>Identify from the above the people that are your friends in your class, and those in other classes.</p> <p>Ask families to send in pictures of their friends they know from other settings, outside of school.</p> <p>Sensory work around what makes pupils feel happy / safe? What makes a good friend, what do they do, e.g. they are kind, caring,</p>	<p>Similar ideas to families work – now focused on friendships.</p> <p>What does / does not make a good friend? – qualities, someone I can rely on – sorting exercises, videos / media (arguments etc.), modelling being a good friend – photos / videos of them being a good friend.</p> <p>Songs / sensory stories / circle time, etc. on recognising what individuals like, and modelling giving people things to make them happy or taking things away (not a good friend?) 11</p>	<p>Sorting game to help understand which things are really important in a friendship <i>Activity 5 in resource pack</i>.</p> <p>Create a Diamond 12 of all of the positive friendship characteristics which are the most important</p> 



<p>they listen, are trustworthy. Share pictures / symbols of keywords and people demonstrating good friendships.</p> <p>Take part in activities together, e.g. who can help you? Pupils given photos / names of pupils to match to real pupils and indicate / pair up with their friend.</p> <p>Work on how to greet friends appropriately, including shaking hands and smiling. Learn what is appropriate and what is not and why. Celebrate different ways pupils communicate, e.g. using sign / symbols / AAC, etc.</p> <p>How do we socialise with friends? Take part in and record activities friends do together, e.g. go for lunch, go to the park, go to parties, watch a film, share a sensory story or songs together.</p> <p>Explore the different places you meet friends, e.g. in school, at clubs, through family events</p> <p>When is a 'friendship' negative / why do friendships break down? e.g. unkind, bullying, doesn't listen, untrustworthy? Share pictures / symbols of keywords and people demonstrating bad / broken friendships. Sensory story around being unkind / bullying.</p> <p>Secondary/Post-16 – Look at what friends do together. How</p>	<p>Sorting game to help understand safe and unsafe friendships</p> <p>How do we make / maintain friendships – choosing friends, where do we meet people?</p> <p>Consent – whatever it looks like for the individual, but opportunities to practice and feel respected in saying / indicating 'yes' and 'no'.</p> <p>Recognising that not everyone wants or needs friends (or lots of friends) but will probably still need someone or thing to give company / go to people to get needs met / or family member / key staff member, etc.</p> <p>Recognising different types of friendships – things you do with different people. Making opportunities for friends who e.g. share school transport together to get to know each other better in school.</p> <p>How do we make and maintain friendships? Be conscious of not labelling, e.g. "We're all friends in Class 4" if people aren't.</p> <p>Forgiving people that make us sad – recognising why. Saying and being sorry when we make others sad. How our actions might upset others.</p> <p>PECS 'So Safe' relationships poster <a href="https://goo.gl/images/WyBQhY">https://goo.gl/images/WyBQhY</a> (differentiate for individuals / check generally for untrue messages, e.g. Can't have sex with a boyfriend / girlfriend? <del>T</del> true</p>	<p>Create a Diamond 9 of the negative characteristics. Which are the most negative?</p> <p>Public Health England - Forming positive relationships lesson plan pack: <a href="https://campaignresources.phe.gov.uk/schools/resources/relationships-lesson-plan-pack">https://campaignresources.phe.gov.uk/schools/resources/relationships-lesson-plan-pack</a></p> <p>Create their own poster after reviewing the completed version, identifying the 5 things they find really positive and the 5 things that they find negative in a friendship.</p> <p>Refer to Online safety and Cyberbullying Activities - Formal resource pack. Topic 2. Activity 2 – What makes a good online friend?</p> <p>Make the link to Early Warning Signs and Support Network exercise as discussed in the families section above. See <a href="#">Online safety and Cyberbullying Activities</a> - Formal resource pack. Topic 1 activities 1 &amp; 2 and <a href="#">Early Warning Signs and My Support Network</a>. Remind children they can judge if they feel comfortable or safe in a friendship by referring to their early warning signs and remind them to seek support via their support network.</p> <p>Visit the <a href="#">E-Safety Teaching Materials</a> InSite webpage.</p> <p>Bo Solo Comic book by John Rowley. This is a comic that was written to help children learn about friendship. The comic has been divided into a series of PowerPoint presentations addressing different aspects of friendship. Download the separate PowerPoints or the entire comic <a href="http://thejohnrowley.com/resources/bosolocomicresources/">http://thejohnrowley.com/resources/bosolocomicresources/</a></p> <p>Comparing friendship dynamics in different stories / texts as discussion starters, e.g. Fairy stories, stories where bullying happens...</p> <p>Circle time activities focusing on friendship scenario cards, e.g. looking at different peer group situations and how to respond. See RSE Activity 4: Protective Behaviours, Assertiveness and Conflict Resolution <a href="#">Assertive behaviours and risk assessment lesson (pdf format, 117Kb)</a> <a href="#">Assertiveness poster (pdf format, 17Kb)</a>.</p>
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