



BOROUGHBRIDGE

Primary School & Nursery

Making A Difference

Boroughbridge Primary School and Nursery

Jigsaw Personal, Social, Health Education (PSHE) Policy Including Relationships and Sex Education

Date Adopted May 2022	Date for Review May 2023	Person/s Responsible Headteacher
Approved by:	Stephen Brown Governor	Emma Ryan Acting Headteacher

This Policy is valid from the date as recorded, thereby invalidating any other preceding policy.

Where a 'named' person is no longer in post, this policy remains valid until the next review date.



PSHE (Personal, Social, Health Education) Policy (including Relationships and Health Education statutory from September 2020, and our position on Sex Education)

Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

PSHE

At Boroughbridge Primary School and Nursery, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. This approach is also aligned with our school values; in particular to promote an awareness and acceptance of diversity.

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. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in 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."

"This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools."

“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.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

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

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Here, at Boroughbridge Primary School and Nursery, we value PSHE as one way to support children’s development as human beings. We believe that the PSHE curriculum enables our pupils to understand and respect each other, to empower them with a voice and to equip them for life and lifelong learning in line with our school vision and values .

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

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 and that our teachers are well-supported.

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))

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

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. 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

At Boroughbridge Primary School and Nursery, we allocate at least 30 minutes to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These discrete lessons are reinforced and enhanced in many ways:

- Assemblies
- the computing curriculum
- our reward system
- Learning Charter
- through relationships child to child
- adult to child and adult to adult across the school

Aspects of the PSHE and RSE curriculum may be discussed as part of other curriculum activities such as whole class reading. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers or HLTAs deliver the weekly lessons to their own classes. Class teachers will deliver RSE lessons to their own classes.

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.

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 Boroughbridge Primary School and Nursery, we believe children should understand the facts about human reproduction before they leave primary school. We define Sex Education as teaching children to understand human reproduction including the ways a baby could be conceived and born as stated in the national curriculum for science.

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

Sex education refers to Human Reproduction, and therefore parents have the 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 2 and 3 (Conception, birth)

The school will inform parents of this right by letter in Summer Term 1 before the Changing Me Puzzle is taught. The lessons that refer to Human reproduction will all be taught, for all the classes concerned in year 4/5/6/, in the same week at the end of the summer term. Parents will be informed prior to the teaching of these lessons what the lesson aims and content is. This will enable a discussion of the content so that parents can make an informed choice as to whether to request to withdraw their child.

We recommend that correct terminology is used from Early years onwards. It is important for children to know the names and functions of their body parts and to be reassured it is natural to be curious about them. By teaching children, the correct terms for their private body parts children are proven to be safer from abuse.

Puberty

The children will begin to learn about puberty in year 3 and this knowledge will be built upon in years 4, 5 and 6. Younger children may be aware of puberty and we will answer their questions appropriately. We recognise that it is important that all pupils have a good understanding of puberty before they reach it. We may use single sex teaching groups to address particular needs. We aim to make all lessons co-educational however there may be lessons where due to the needs of the class or individual children, lessons may be separated by gender

Monitoring and Review

The governing board monitors this policy on an annual basis. The board gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and will make a record of all such comments. Governors are able to scrutinise and ratify teaching materials to check they are in accordance with the school's ethos. The governing board as well as fulfilling their legal obligations, should also make sure that:

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

Monitoring of the teaching of PSHE and RSE will be completed by the RSE subject leader. This will be done in a variety of ways including looking at planning, learning walks and pupil voice across school. Monitoring will include moderation to ensure assessment is accurate and ensure pupils are accessing the curriculum and learning the expected outcomes.

Creating a safe learning environment

We aim to promote a safe, healthy and positive environment for learning about PHSE and RSE. We want our pupils to be able to ask questions freely and openly. In order to ensure this we aim to embed a culture of respect for all with staff dealing with all questions with sensitivity. If children ask a particularly sensitive question staff may deal with this outside the lesson. The holding statement 'that is a really interesting question and I need time to think because I want to give you a really good answer.' This allows staff to follow a number of options. This might be to provide an appropriate answer and/or liaise with the child's family if needed to and gain further help. If there is a safeguarding issue then the Designated Safeguarding lead will be informed.

Equality

This policy will inform the school's Equalities Plan.

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 Boroughbridge Primary School and Nursery we will ensure that no children are discriminated against because of their sex, gender identity, sexual orientation, disability, educational needs, religion or belief, nationality or home circumstances. Any children with additional needs will be identified by the teacher and every provision made to support their learning in PSHE and RSE lessons through high quality teaching that is differentiated and personalised. At Boroughbridge Primary School and Nursery we are aware that some pupils with SEND may be more vulnerable to bullying or exploitation. We aim

to make our PSHE and RSE teaching age appropriate with an awareness that we are preparing pupils for their next stage in learning and adulthood.

When discussing similarity and difference through our Jigsaw lessons, children learn about a whole range of differences, such as difference in physical appearance and personality, likes and dislikes, and that people can have differences of opinion. This helps them to understand that we are all unique human beings. Within the context of these lessons they will also be introduced to different cultures and ethnicities, people with different religions and beliefs, and about people with disability or special needs. They will also be aware that some people are LGBTQ. When discussing any differences between people, Jigsaw helps teach children to form opinions about others based on whether they are kind, law-abiding, respectful, trustworthy, and responsible people, rather than judging them on appearance or whether a particular aspect of their lifestyle is different to their own. Children also learn about discrimination and prejudice including racism, sexism, and ageism. The Jigsaw Puzzle (unit), 'Celebrating Difference' helps children to understand that difference does not need to be feared but can be a source of celebration.

Jigsaw PSHE documents needed to support 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?](#)

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:

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World
Online relationships	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships

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

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
Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference

	<ul style="list-style-type: none"> it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	
Internet safety and harms	<ul style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. why social media, some computer games and online gaming, for example, are age restricted. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. where and how to report concerns and get support with issues online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Relationships Healthy Me
Physical health and fitness	<ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. the risks associated with an inactive lifestyle (including obesity). how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Healthy Me
Healthy eating	<ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and preparing a range of healthy meals. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Healthy Me

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

Jigsaw RSE Content

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

Year Group	Piece Number and Name	Learning Intention 'Pupils will be able to...'
EYFS1/2	Piece 1 My Family and Me!	I can tell you about my family I can identify some of the jobs I do in my family and how I feel like I belong
EYFS1/2	Piece 2 Make friends, make friends, never ever break friends! – Part 1	I understand how to make friends if I feel lonely I know how to make friends to stop myself from feeling lonely.
EYFS1/2	Piece 3 Make friends, make friends, never ever break friends! – Part 2	I can tell you some of the things I like about my friends I can think of ways to solve problems and stay friends
EYFS1/2	Piece 4 Falling out and bullying – Part 1	I know what to say and do if somebody is mean to me I am starting to understand the impact of unkind words.
EYFS1/2	Piece 5 Falling out and bullying – Part 2	I can use Calm Me time to manage my feelings
EYFS1/2	Piece 6 Being the best friend we can be	I can work together and enjoy being with my friends I know how to be a good friend
1	Piece 1 Families	I can identify the members of my family and understand that there are lots of different types of families I know how it feels to belong to a family and care about the people who are important to me
1	Piece 2 Making friends	I can identify what being a good friend means to me I know how to make a new friend
1	Piece 3 Greetings	I know appropriate ways of physical contact to greet my friends and know which ways I prefer I can recognise which forms of physical contact are acceptable and unacceptable to me
1	Piece 6 Celebrating my special relationships	I can tell you why I appreciate someone who is special to me I can express how I feel about them
2	Piece 1 Families	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate I accept that everyone's family is different and understand that most people value their family

Year Group	Piece Number and Name	Learning Intention 'Pupils will be able to...'
2	Piece 2 Keeping safe – exploring physical contact	I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not I know which types of physical contact I like and don't like and can talk about this.
2	Piece 3 Friends and conflict	I can identify some of the things that cause conflict with my friends I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends
2	Piece 4 Secrets	I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this
2	Piece 5 Trust and appreciation	I recognise and appreciate people who can help me in my family, my school and my community I understand how it feels to trust someone
2	Piece 6 Celebrating My Special Relationships	I can express my appreciation for the people in my special relationships I am comfortable accepting appreciation from others
3	Piece 1 Family roles and responsibilities	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females I can describe how taking some responsibility in my family makes me feel
3	Piece 2 Friendship	I can identify and put into practice some of the skills of friendship, e.g. taking turns, being a good listener I know how to negotiate in conflict situations to try to find a win-win solution
3	Piece 3 Keeping myself safe	I know and can use some strategies for keeping myself safe I know who to ask for help if I am worried or concerned
3	Piece 6 Celebrating my web of relationship	I know how to express my appreciation to my friends and family I enjoy being part of a family and friendship groups
4	Piece 1 Relationship web	I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant I know how it feels to belong to a range of different relationships and can identify what I contribute to each of them
4	Piece 2 Love and Loss	I can identify someone I love and can express why they are special to me I know how most people feel when they lose someone or something they love
4	Piece 6 Celebrating my relationships with people and animals	I know how to show love and appreciation to the people and animals who are special to me I can love and be loved
5	Piece 2 Getting on and falling out	I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends I know how to stand up for myself and how to negotiate and compromise

Year Group	Piece Number and Name	Learning Intention 'Pupils will be able to...'
5	Piece 3 Girlfriends and boyfriends	I understand how it feels to be attracted to someone and what having a boyfriend/ girlfriend might mean I understand that relationships are personal and there is no need to feel pressured into having a boyfriend/ girlfriend
5	Piece 4 Girlfriends and boyfriends	I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean I can recognise the feeling of jealousy, where it comes from and how to manage it
5	Piece 5 Relationships and technology	I understand how to stay safe when using technology to communicate with my friends I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to others
5	Piece 6 Relationships and technology	I can explain how to stay safe when using technology to communicate with my friends I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others
6	Piece 1 My relationships web	I can identify the most significant people to be in my life so far I understand how it feels to have people in my life that are special to me
6	Piece 4 Power and control	can recognise when people are trying to gain power or control I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control
6	Piece 5 Being safe with technology 1	I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening I can take responsibility for my own safety and well-being
6	Piece 6 Being safe with technology 2	I can use technology positively and safely to communicate with my friends and family I can take responsibility for my own safety and well-being

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

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in the DfE guidance therefore focuses on Relationships Education. The grid below shows specific learning intentions for each year group in the ‘Changing Me’ Puzzle.

Year Group	Piece Number and Name	Learning Intention ‘Pupils will be able to...’
EYFS1/2	Piece 3 Growing Up	seek out others to share experiences. Show affection and concern for people who are special to them Explain own knowledge and understanding, and ask appropriate questions of others ELG - Show sensitivity to others’ needs and feelings
1	Piece 4 Boys’ and Girls’ Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private
2	Piece 4 Boys’ and Girls’ Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private tell you what I like/don’t like about being a boy/girl
3	Piece 1 How Babies Grow	understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby express how I feel when I see babies or baby animals
3	Piece 2 Babies	understand how babies grow and develop in the mother’s uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family
3	Piece 3 Outside Body Changes	understand that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babies identify how boys’ and girls’ bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings © <i>Copyright: Jigsaw PSHE Ltd. 2019</i>

3	Piece 4 Inside Body Changes	identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings
4	Piece 2 Having A Baby	correctly label the internal and external parts of male and female bodies that are necessary for making a baby understand that having a baby is a personal choice and express how I feel about having children when I am an adult
4	Piece 3 Girls and Puberty	describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
5	Piece 2 Puberty for Girls	explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for me
5	Piece 3 Puberty for Boys and Girls	describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty
5	Piece 4 Conception	understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways
6	Piece 2 Puberty	explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally © Copyright: Jigsaw PSHE Ltd. 2019 express how I feel about the changes that will happen to me during puberty
6	Piece 3 Girl Talk/Boy Talk	ask the questions I need answered about changes during puberty reflect on how I feel about asking the questions and about the answers I receive
6	Piece 4 Babies – Conception to Birth	describe how a baby develops from conception through the nine months of pregnancy, and how it is born recognise how I feel when I reflect on the development and birth of a baby
6	Piece 5 Attraction	understand how being physically attracted to someone changes the nature of the relationship express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

Drug and Alcohol Education

Definition of 'Drugs':

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

Moral and Values Framework

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

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

Jigsaw Drug and Alcohol Education Content

Year Group	Piece Number and Name	Learning Intention 'Pupils will be able to...'
2	Piece 3 Medication Safety	understand how medicines work in my body and how important it is to use them safely
3	Piece 3 What Do I Know About Drugs?	feel positive about caring for my body and keeping it healthy tell you my knowledge and attitude towards drugs identify how I feel towards drugs
4	Piece 3 Smoking	understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke
	Piece 4 Alcohol	can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others, understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol
5	Piece 1 Smoking	can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others, know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart

5	Piece 2 alcohol	make an informed decision about whether or not I choose to smoke and know how to resist pressure, know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart
6	Piece 2 Drugs	make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure. know about different types of drugs and their uses and their effects on the body particularly the liver and heart
	Piece 3 alcohol	be motivated to find ways to be happy and cope with life's situations without using drugs Piece 3 Alcohol evaluate when alcohol is being used responsibly, anti-socially or being misused tell you how I feel about using alcohol when I am older and my reasons for this