



Lowton West Primary School PSHE (Personal, Social, Health Education) Policy.

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



Name of school

Lowton West Primary School

Date of policy

October 2021

Member of staff responsible

Miss V Green

Review date

October 2022

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.

This policy has been adapted for our school from the Jigsaw PSHE Ltd Policy (Copyright 2020)

PSHE at Lowton West

At Lowton West Primary School, we teach Personal, Social, and 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.

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 and is referred to at the end of this policy.

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.

Aims and Objectives

At Lowton West, we aim to help all our pupils to develop self-esteem, confidence, independence and responsibility, and make the most of their abilities. Pupils will be helped to acquire and understand essential information on which to base the development of their skill, values and attitudes towards citizenship and so play an active role as a member of a democratic society. They will be given the opportunity to learn how to develop a healthy lifestyle and to keep themselves and others safe. Pupils

will also be given the opportunity to develop effective and fulfilling relationships and learn to respect the differences between people.

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 Lowton West Primary School, we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

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

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.

Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Our PSHE policy is informed by existing DfE guidance:
 - [Keeping Children Safe in Education](#) (statutory guidance)
 - [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
 - [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
 - [Equality Act 2010 and schools](#)
 - [SEND code of practice: 0 to 25 years](#) (statutory guidance)
 - [Alternative Provision](#) (statutory guidance)
 - [Mental Health and Behaviour in Schools](#) (advice for schools)
 - [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
 - [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
 - [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
 - [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
 - [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
2. Parent consultation – an overview of the new PSHE including RSHE guidance and curriculum was sent out to parents for consultation.
3. Pupil consultation – Pupils are asked their views on PSHE to inform the new curriculum.
4. Ratification – the policy was shared with approved by the Full Governing Body.

The Jigsaw Programme is 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 coping positively with change (In all Year groups) Plus - This will include the topic of 'Changing Adolescent Body' topic (Health Education) in Years 5 & 6 (statutory) and Relationships and Sex Education – Conception and Pregnancy lesson in Year 6 only with Parental consent.

At Lowton West Primary School we allocate weekly PSHE lessons (or blocks of lessons) in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Class teachers deliver the weekly lessons to their own classes.

Teaching Methods and approaches

Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each theme to start with an introductory assembly, generating a whole school focus for adults and children alike.

The Structure of the Pieces (lessons) in Jigsaw

The creation of Jigsaw is motivated by the genuine belief that if attention is paid to supporting children's personal development in a structured and developmentally appropriate way, this will not only improve their capacity to learn (across the curriculum) but will ultimately improve their life chances. That's why Jigsaw is completely child-focussed. This is reflected in the innovative way that Pieces (lessons) are structured, which also reflects understanding of the learning process.

In designing the Pieces, we imagine that children are asking the teacher to:

- Improve their social skills to better enable collaborative learning (Connect us)
- Relax their bodies and calm their minds to prepare them for learning (Calm me)
- Help the brain to focus on specific learning intentions (Open my mind)
- Initiate new learning (Tell me or show me)
- Facilitate learning activities to reinforce the new learning (Let me learn)
- Support them in reflecting on their learning and personal development (Help me reflect)

Using these child-centred headings for the sections of each Piece is very significant. It encourages teachers to see their pupils as whole children who want and deserve to learn.

Connect us - This is a game or activity designed to be fun and inclusive and to build and maximise social skills. 'Connect us' engenders positive relationships and enhances collaborative learning. It sets the atmosphere at the beginning of each Jigsaw Piece and can be used again at the end should the teacher feel the atmosphere needs to be lifted after some deep work during the lesson.

Calm me - This section of the Piece helps children gain awareness of the activity in their minds, relaxing them and quietening their thoughts and emotions to a place of optimum learning capacity. This will also engender a peaceful atmosphere within the classroom. It may well take a number of sessions before children can do this successfully, as many children live in continually noisy and hectic environments. It is an invaluable life skill which also enhances reflection and spiritual development. This underpins the mindful approach advocated in Jigsaw.

Open my mind - The Reticular Activating System of the brain filters the many stimuli entering the child's mind at any given time. It is designed only to allow in that which is significant. Therefore, it is important to engage this system with the most important aspects of learning intended for each Piece (lesson). If we do this well, it will enable children to filter out activity around them not significant to this learning intention, thereby improving concentration and learning.

Tell me or show me - This section of the Piece (lesson) is used to introduce new information, concepts and skills, using a range of teaching approaches and activities.

Let me learn - Following Piaget's learning model, after receiving new information/concepts, children need to manipulate, use, and play with that new information in order for it to make sense to them and for them to 'accommodate' it into their existing learning.

Help me reflect - Throughout Jigsaw, children are encouraged to reflect on their learning experiences and their progress. By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning. They are also asked to stop and become aware of their thoughts and feelings in any given moment in Pause Points thus developing their mindfulness.

Closure - Each Piece needs safe closure. This will always include the teacher praising the children for their effort, positive attitude and achievement, as well as giving one or two sentences to summarise the key learning points for the children.

Differentiation/SEND

Jigsaw is a universal core PSHE curriculum provision for all children. Inclusivity is a key part of its philosophy. Teachers will, as always, tailor each Piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work. To further differentiate for children in their classes with special educational needs, there is additional SEN Overview for each Puzzle Piece to give suggested activities and experiences.

These explicit lessons are reinforced and enhanced in many ways. For example:

Assemblies, praise and reward system, School Code of Conduct, Class Charters, 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. In order to cover the non-statutory framework for PSHCE, we aim where possible to link as many objectives with other areas of the curriculum and therefore deliver them in a cross-curricular manner. Where objectives do not lend themselves to cross-curricular activities, discrete PSHCE lessons are taught to ensure that all objectives are covered.

Assessment and tracking pupil progress

Staff will ensure children are making progress with their learning throughout their Jigsaw experience. Therefore, each Piece (lesson) has a formative assessment activity that children can use to self/peer assess their understanding in that lesson. For younger age groups (KS1) these recording sheets are called My Jigsaw Learning and for older students (KS2), My Jigsaw Journey. These are to be completed by the children and can be included in their Jigsaw Journals.

For My Jigsaw Learning tasks, children colour in or tick the Jigsaw Friend (thumb up, thumb down, thumb neutral) which corresponds to their personal assessment for the purple and green learning intention for that Piece (lesson). For ages 6-7 there is also a comments box that can be used for setting formative targets or for children's general TINT (to improve next time) about the Piece (lesson).

My Jigsaw Journey tasks for the older children follow the same approach with students ticking or colouring the appropriate box for each learning intention in a Piece (lesson). There is also a box for them to record if they were absent for a particular lesson, and a TINT (to improve next time) to record formative targets or comments.

Staff will use the Summative Assessment: tracking pupil progress sheet. This sheet has three attainment descriptors for each Puzzle. The teacher can then use a 'best-fit' approach to decide whether the child is working towards, working at or working beyond for that Puzzle, highlighting one green and one purple descriptor.

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'.

General Definition

Relationship Education is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Relationship Education, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively.

Relationship Education is not about the promotion of sexual activity.

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

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

Health Education

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

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

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

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

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

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. In Year 5 and 6, pupils will be taught about puberty. At Lowton West, these sessions are delivered by '**HH Kids**', a Wigan based organisation, that support us in the delivery of PSHE and tailor the sessions to the needs of the pupils within our setting. NB: If HH kids are unable to deliver the sessions, staff will lead the sessions instead. **Parents will receive full information and have the opportunity to discuss any queries or concerns in relation to the teaching materials before the children take part in the lessons. This will be compulsory for all children.**

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 Lowton West Primary School, we believe children should understand the facts about human reproduction before they leave primary school.

In Year 6, we have the opportunity to offer a 'Pregnancy and Conception' lesson delivered by HH Kids. Parents/ Carers will be consulted as to the aspects covered within this lesson. Parents/Carers **will** have the right to withdraw their child from this lesson.

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

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

At Lowton West Primary School, puberty is taught as a statutory requirement of Health Education and covered by not by our Jigsaw PSHE Programme. At Lowton West, we have decided not to use the Jigsaw lessons in the unit 'Changing Me'. We have committed to retain our current choice to teach age-appropriate sex education alongside relationships education. In Year 5 and 6, pupils will

be taught about puberty. At Lowton West, these sessions are delivered by 'HH Kids', a Wigan based organisation, that support us in the delivery of PSHE and tailor the sessions to the needs of the pupils within our setting. **This will be compulsory for all children.** NB: If HH kids are unable to deliver the sessions, staff will lead the sessions instead.

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.

The school will inform parents of this right by letter before the Year 6 Pregnancy and Conception lesson is taught. **Parents will have the opportunity to attend a workshop to view teaching materials before making their decision.**

Lowton West Primary school will monitor and evaluate any external agencies used to deliver any RSHE session and will hold pre-delivery meetings or detailed parent information letters to discuss the content of the sessions and provide the agency with the school's RSHE policy. From this, parent workshops will be held to view materials and resources used. After the sessions have been delivered, Staff and pupils will complete evaluations to ensure the effectiveness of the sessions.

The school is well aware that the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective we:

- Make available online, via the school's website, this PSHE (including Relationships, Sex and Health Education) Policy; the Long Term plan for PSHE (including Relationships, Sex and Health Education) and information about each Jigsaw puzzle piece for each year group to help inform parents of content and support with vocabulary and resources used within the topics.
- Answer any questions that parents may have about the Relationship Education/PSHE education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationship Education/PSHE in the school;
- Inform parents about the best practice known with regard to Relationship Education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.
- We have committed to a retain parents' right to withdraw their child from sex education within Relationship Education (other than sex education in the National Curriculum as part of science). There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects –such as family, friendship, safety (including online safety) – are important for all children to be taught.
- If a parent wishes their child to be withdrawn from the sex education elements of Relationships Education, they should discuss this with the class teacher, PSHE Lead or Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in.

Monitoring and Review

The governing body monitors this policy on an annual basis. The governing body gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos. The delivery of PSHE (including Relationships, Sex and Health Education) is monitored by the Subject Leader through: Lesson observations, learning walks,

feedback from staff and children. Pupils' development in PSHE (including Relationships, Sex and Health Education) is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed annually. At every review, the policy will be approved by the Governing body.

Equality

This policy will inform the school's Equalities Plan and will link with Lowton West Equality Policy, Equality Plan and SEND Policy.

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

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

At Lowton West 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.

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?'

Confidentiality

Due to the nature of PSHE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses, to be clear about these rules established by school regarding confidentiality. This is shared with the children at the start of the Jigsaw Session using the Jigsaw Charter rules. This links with Lowton West Primary School Confidentiality Policy.

Dealing with difficult questions from children

If a question is 'beyond' the curriculum content for the year group, staff will not answer. They will explain that in this year group we don't cover that content, but they will learn about this in older year groups. Staff will explain that they cannot answer the question in class but it may be something children would want to ask at home. If staff are unsure how to answer, or whether it is appropriate to answer a question in their year group say e.g. 'I can't answer that right now, but I'll get back to you'. Staff can follow up with DSL / PSHE Lead who will support on how answer. It is important to only answer questions relevant to the age-appropriate content of the topic being taught.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately (refer to Lowton West Safeguarding

Policy). Staff will follow school policy and report any concerns to the Designated Safeguarding Lead in School as named in the policy. The Safeguarding Policy will be shared with any external agencies when sessions are to take place in school.

Training

Staff are supported in the delivery of PSHE and Relationship Education by the PSHE Lead and HH Kids. Lesson Plans and support materials are available to staff through an online folder with guidance given by Jigsaw and the PSHE Association. Visitors are invited into school to provide support if required. Staff will be provided with training from Jigsaw to help implement the chosen curriculum.

Policy Review

This policy is reviewed annually.

Jigsaw PSHE supplementary documents needed to explain this policy:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)
- Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?
- Lowton West PSHE including RSHE Long Term Plan.



Relationships Education in Primary schools (Appendix) – 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:

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<ul style="list-style-type: none"> • R1 that families are important for children growing up because they can give love, security and stability. • R2 the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • R3 that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • R4 that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed 	<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

Caring friendships	<ul style="list-style-type: none"> • R7 how important friendships are in making us feel happy and secure, and how people choose and make friends • R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded • R10 that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed 	
Respectful relationships	<ul style="list-style-type: none"> • R12 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • R13 practical steps they can take in a range of different contexts to improve or support respectful relationships • R14 the conventions of courtesy and manners • R15 the importance of self-respect and how this links to their own happiness • R16 that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • R17 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive • R19 the importance of permission-seeking and giving in relationships with friends, peers and adults 	
Online relationships	<ul style="list-style-type: none"> • R20 that people sometimes behave differently online, including by pretending to be someone they are not. • R21 that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference

	<ul style="list-style-type: none"> • R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • R24 how information and data is shared and used online. 	
Being safe	<ul style="list-style-type: none"> • R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • R26 about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. • R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, • R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. • R32 where to get advice e.g. family, school and/or other sources. 	<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"> • H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. • H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). 	<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"> • H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	
Internet safety and harms	<ul style="list-style-type: none"> • H11 that for most people the internet is an integral part of life and has many benefits. • H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • H14 why social media, some computer games and online gaming, for example, are age restricted. • H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • H17 where and how to report concerns and get support with issues online. 	<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"> • H18 the characteristics and mental and physical benefits of an active lifestyle. • H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • H20 the risks associated with an inactive lifestyle (including obesity). • H21 how and when to seek support including which adults to speak to in school if they are worried about their health. 	<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"> • H22 what constitutes a healthy diet (including understanding calories and other nutritional content). • H23 the principles of planning and preparing a range of healthy meals. 	<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"> • H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 	
Health and prevention	<ul style="list-style-type: none"> • H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • H31 the facts and science relating to immunisation and vaccination 	<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"> • H32 how to make a clear and efficient call to emergency services if necessary. • H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<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"> • H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • H35 about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Changing Me (For Year 5 and Year 6) • Healthy Me



PSHE Long Term Plan (including RSE and HE)



	<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>	<u>Unit 4</u>	<u>Unit 5</u>	<u>Unit 6</u>
<u>Reception</u>	<p><u>Being Me In the World</u> Who... Me! How am I feeling today? Being at school. Gentle hands Our Rights Our Responsibilities.</p>	<p><u>Celebrating Difference</u> What am I good at? I'm special.... I'm me! Families. Houses and homes. Making friends. Standing up for yourself.</p>	<p><u>Dreams and goals</u> Challenge Never giving up. Setting a goal. Obstacles and support. Flight to the future. Footprints awards.</p>	<p><u>Healthy Me</u> Everybody's body We like to move it ... move it. Food glorious food! Sweet Dreams Keeping clean Stanger danger</p>	<p><u>Relationships</u> My family and me. Make friends, make friends, never ever break friends! Part 1 & 2 Falling Out and Bullying Part 1 & 2 Being the best friends we can be.</p>	<p><u>Changing Me</u> My body Respecting my body Growing up Fun and fears 1 Fun and fears 2 Celebration</p>
<u>Year 1</u>	<p><u>Being Me In the World</u> Special and safe My Class Rights and responsibilities Rewards and feeling proud Consequences Owing our Learning Charter</p>	<p><u>Celebrating Difference</u> The same as.....? Different from? What is bullying? What do I do about bullying? Making new friends. Celebrating difference.. Celebrating me.</p>	<p><u>Dreams and goals</u> My treasure chest of secrets. Steps to goals. Achieving Together Stretchy Learning. Overcoming Obstacles Celebrating my success.</p>	<p><u>Healthy Me</u> Being Healthy Healthy Choices Clean and healthy Medicine safety Road Safety Healthy, Happy Me!</p>	<p><u>Relationships</u> Families Making Friends Greetings People who help us Being my own best friend. Celebrating my special relationships.</p>	<p><u>Changing Me</u> Life Cycles Changing Me. My Changing Body Learning and Growing Coping with Change.</p>
<u>Year 2</u>	<p><u>Being Me In the World</u> Hopes and fears for the Year. Rights and responsibilities Rewards and Consequences. Our Learning Charter. Owing our Learning Charter</p>	<p><u>Celebrating Difference</u> Boys and Girls Why does bullying happen? Standing up for myself and others. Making a new friend. Celebrating difference and still being friends.</p>	<p><u>Dreams and goals</u> Goals to success My learning strengths Learning with Others A group challenge Continuing our group challenge. Celebrating our achievements.</p>	<p><u>Healthy Me</u> Being healthy Being relaxed Medicine Safety Healthy Eating The Healthy ME Café.</p>	<p><u>Relationships</u> Families. Keeping Safe -exploring physical contact. Friends and conflict. Secrets. Trust and Appreciation Celebrating my special relationships.</p>	<p><u>Changing Me</u> Life Cycles in Nature Growing from old to young. The changing me. Assertiveness Looking Ahead.</p>

<u>Year 3</u>	<u>Being Me In the World</u> Getting to know each other. Our nightmare school Our Dream school. Rewards and Consequences. Our Learning Charter. Owning our Learning Charter.	<u>Celebrating Difference</u> Families Family Conflict Witness and Feelings Witness and Solutions Words that harm. Celebrating Difference - compliments	<u>Dreams and goals</u> Dreams and Goals My Dreams and Ambitions A New Challenge Our New Challenge Our new Challenge - overcoming obstacles. Celebrating my learning.	<u>Healthy Me</u> Being Fit and Healthy What do I know about drugs? Being Safe Being Safe at Home My Amazing body.	<u>Relationships</u> Family Roles and Responsibilities Friendship Keeping Myself Safe Being a Global Citizen 1 & 2 Celebrating my web of relationships	<u>Changing Me</u> How Babies Grow Babies Family Stereotypes Looking Ahead.
<u>Year 4</u>	<u>Being Me In the World</u> Becoming a class team. Being a school Citizen Rights, Responsibilities and Democracy. Rewards and Consequences. Our Learning Charter. Owning our Learning Charter.	<u>Celebrating Difference</u> Judging by appearance. Understanding influences. Understanding Bullying. Problem-Solving. Special Me. Celebrating difference: how we look.	<u>Dreams and goals</u> Hopes and dreams Broken dreams Overcoming disappointment Creating New Dreams Achieving Goals We did it!	<u>Healthy Me</u> My friends and me. Group Dynamics Smoking Alcohol Healthy Friendships Celebrating my inner strength and assertiveness.	<u>Relationships</u> Relationship Web Love and Loss Memories Are animals special? Special Pets Celebrating my relationships with people and animals.	<u>Changing Me</u> Unique me Circles of Change Accepting Change Looking Ahead
<u>Year 5</u>	<u>Being Me In the World</u> My year ahead Being me in Britain Year 5 Responsibilities Rewards and Consequences Our Learning Charter Owning our Learning Charter.	<u>Celebrating Difference</u> Different cultures Racism Rumours and Name-calling Types of Bullying Does money matter? Celebrating Difference across the world.	<u>Dreams and goals</u> When I grow up (My Dream Lifestyle) Investigate jobs and careers My dream job. Why I want it and the steps to get there. Dreams and goals of young people in other cultures. How can we support each other? Rallying support.	<u>Healthy Me</u> Smoking Alcohol Emergency Aid Body Image My relationship with food. Healthy Me.	<u>Relationships</u> Recognising Me Getting on and falling out. Girlfriends and Boyfriends. Relationships and Technology.	<u>Changing Me</u> Self and Body Image Puberty for girls. Puberty for boys Looking ahead Looking ahead to Year 6.
<u>Year 6</u>	<u>Being Me In the World</u> My year ahead. Being a Global Citizen 1 Being a Global Citizen 2	<u>Celebrating Difference</u> Am I normal? Understanding Disability Power struggles	<u>Dreams and goals</u> Personal learning goals Steps to success My dream for the world	<u>Healthy Me</u> Food Drugs Alcohol Emergency Aid	<u>Relationships</u> My Relationship Web Love and Loss 1 Love and Loss 2 Power and Control	<u>Changing Me</u> My self-image Puberty Girl talk / Boy talk Attraction

	The Learning Charter Our Learning Charter Owning our learning Charter	Why Bully Celebrating differences Celebrating Difference	Helping to make a difference. Recognising our achievements.	Emotional and Mental Health. Managing stress	Being safe with Technology 1 Being Safe with technology 2	Transition to Secondary School
<p>At Lowton West Primary School, Changing adolescent body (Health Education) Statement -Pupils should know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. Children should know about menstrual wellbeing including the key facts about the menstrual cycle. This will be taught at Years 5 and Year 6 (Upper Key Stage 2).</p>						

End of Guidance Appendix