



BRIDGEWATER PRIMARY
Personal, Social, Health and Education (PSHE)
and Relationship Policy

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Bridgewater Primary School

Personal, Social, Health and Education (PSHE)

and Relationship Policy

Background and Introduction

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.

In addition to this, the Children and Social Work Act 2017 placed a duty on the Secretary of State for Education to make the new subjects of Relationships Education at primary and Relationships and Sex Education (RSE) at secondary compulsory through regulations. The Act also provides a power for the Secretary of State to make elements of Personal, Social, Health and Economic Education (PSHE), or elements of the subject, mandatory in all schools.

The guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers can be seen [here](#).

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 state schools.

At Bridgewater Primary School we teach this aspect of the curriculum through the Jigsaw Programme, which covers all aspects of Relationships Education and PSHE in an age-appropriate way.

The Bridgewater PSHE and Relationships policy is informed by existing DfE guidance on:

[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)
(February 2019)

[Preventing and tackling bullying](#) (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017)

Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, Headteachers, school staff and governing bodies, September 2012)

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf

Safeguarding (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children)

- <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014). Schools should pay particular attention to the **Public sector equality duty (PSED)** (s.149 of the Equality Act).

SEND code of practice: 0 to 25 years (statutory guidance)

Mental Health and Behaviour in Schools (advice for schools)

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 meets all the outcomes in the PSHE Association Programmes of Study, 2017.

Overview of the Content of the Jigsaw scheme of work

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills in Relationship Education
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of looking at change

Aim of the policy

Our aim at Bridgewater Primary is to support our pupils to be happy, healthy and safe. We are committed to providing our children with the information they need to develop healthy, nurturing relationships through their childhood and into adult life. To achieve this, we will provide pupils with

the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and our community. In doing so, they will develop an understanding of their own worth and how they are developing personally and socially.

They will learn to understand and respect our common humanity; to appreciate and respect diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Relationships Education at Bridgewater will start with family and friends, how to treat each other with kindness and to develop respect for others and for difference.

In Bridgewater Primary School, we choose to deliver Personal, Social, Health Education (including Relationships Education, using the Jigsaw programme.

Objectives/Pupil learning intentions:

The curriculum will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

What does the new Relationships Education cover?

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

The new guidance states that by the end of primary school all children should know: 'how to report concerns or abuse, and the vocabulary and confidence needed to do so'.

The new guidance states that Relationships Education should promote equal, safe and enjoyable relationships and be taught in a way which fosters respect for all, including having reference to LGBTQ+ families and gender equality, in line with the Equalities Act 2010.

What is covered in sex education?

In the new guidance, the DfE continues to recommend that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. 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'.

Health Education will be mandatory in all primary schools in England, from Summer 2021. Health Education includes a section for primary on puberty, the changing adolescent body, menstrual wellbeing and the menstrual cycle.

Relationships Education, Health Education, science and sex education work together to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong.

Effective Relationships education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being and supports the respectful understanding of different relationships and families.

"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights."

Report to the UN General Assembly - July 2010 | Item 69, paragraph 18

This policy will:

- define the subjects being taught
- set out the subject content, how it is taught and who is responsible for teaching
- describe how the subject is monitored and evaluated. -
- include information to clarify parental right to request their child is excused

This policy can be read alongside with other school policies aimed at promoting pupils' educational, spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Equality Duty

- Health and Safety Policy
- Online Safety and Acceptable Use Policy
- Special Educational Needs and Inclusion Policy
- RE Policy
- Science Policy

The role of the Headteacher

It is the responsibility of the Headteacher to ensure that staff and parents are informed about the PSHE and Relationships policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Headteacher liaises with external agencies regarding the school Relationships Education programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Monitoring and Review

The Governing Body monitors the PSHE and Relationships Education policy on an annual basis. The Governing Body will give serious consideration to any comments from parents about the Relationships education programme, and makes a record of all such comments.

Equality Duty

The Equality Act 2010 covers the way the curriculum is delivered, as all schools must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive relationship education will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools also have a legal duty to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

How is PSHE organised at Bridgewater Primary School?

We use the Jigsaw Curriculum. The principles that underpins this is that it is a spiral teaching approach building on foundations of knowledge and skills throughout the school. This brings together PSHE Education, emotional literacy, social skills and spiritual development Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time.

There are six 'Puzzle' pieces in Jigsaw that are designed to progress in sequence from September to July. In the appendix the detailed overview is available.

Each lesson focuses both on PSHE learning and is also based on emotional literacy and social skills development to enhance children's emotional and mental health. Every lesson contributes to at least one of these aspects of children's development.

Online Safety

Children will be supported to understand the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online. This includes unrealistic expectations for body image, how people may promote a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. Digital resilience and critical thinking skills will be explored to consider safe online behaviour. Children will learn how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. Alongside this we will ensure children are made aware of the risk of online gambling when age appropriate.

Child Sex Exploitation

At Bridgewater we ensure that children are taught when age appropriate about the dangers of getting involved in gang activity and knife crime, including its consequences and links to Criminal Exploitation along 'county lines'. This is in response to our local context.

We use the resources from the 'DotCom' year group guidance to support this area of the PSHE curriculum.

Policy Development

Engagement is a positive step – it helps to ensure that everyone involved understands what is being taught, when and how.

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

1. Review – a member of staff or working group gather all relevant information including relevant national guidance.
2. Staff and governor consultation – all school staff were given the opportunity to consider the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to share their views on the policy
4. Pupils – year 6 will share their experiences and give feedback.
5. Governors agree and ratify

This policy will be reviewed annually using the above process, drawing on the views of pupils, parents, staff and the community at the time of review.

Differentiation/SEND

Bridgewater Primary School is an inclusive school and teachers will tailor lessons to meet the needs of the children in their classes. To support differentiation of SEND, each 'puzzle' includes alternative

activities for children needing additional support. As with all teaching for these subjects, staff will ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law. A range of online resources are available to support the teaching of relationship education to SEND children including 'Knowsley Computing Scheme of Work', alongside 'Education for a Connected World'.

Equalities Duty

In teaching Relationships Education, Bridgewater Primary School will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect, in line with the Equality Duty, 2010.

The new curriculum will better reflect the community we live in, including teaching about LGBTQ+ families, along with families headed by grandparents, single parents, adoptive parents, and foster parents/carers, among other family structures.

We will ensure that all of their teaching is sensitive and age appropriate in approach and content. All content is fully integrated into our programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson and this is found in more detail in the appendix.

Assessment

Teaching staff will assess the progress the children are making with their learning throughout their lessons. Each unit has a built-in assessment task, which also offers children the chance to assess their own learning and have a conversation with the teacher about their opinions. Teachers will assess what children know and understand at each stage, they will also be evaluating how respectful the children are to the needs of others, age related empathy alongside knowledge of the content of the curriculum.

Monitoring and evaluation

The PSHE lead, Jessica Wise, alongside the SLT and named governor, will monitor delivery of the programme through observation and discussion with teaching staff and gather pupil voice to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

External contributors

External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, can make a valuable contribution to the PSHE programme, but the overall teaching will be delivered by school staff. Visitor input will be carefully planned and monitored so as to fit into and complement the programme and any attendance will be in line with Covid-19 procedures.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, 'ground rules' are agreed at the beginning of the sessions and will include the aspects below:

- We take turns to speak

- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)
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Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Bridgewater staff will be prepared to handle personal issues arising from the lessons, to deal sensitively with, and to follow these up as honestly as it is appropriate.

Bridgewater staff will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Staff will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Bridgewater believes that Relationships and PSHE Education should meet the needs of all pupils. We are aware that views around Relationships (including drug and alcohol education-related issues) are varied. However, while personal views are respected, all relationship issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion. The staff will be mindful of dealing honestly and sensitively with sex education, including sexual orientation.

Pupils' questions will be answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. We will have an 'Ask it Basket' where all pupils can pose their questions in a confidential manner that can be addressed by class teachers. Teachers understand that they can refer to a Designated Safeguarding Lead if they need further support.

Involving parents and carers

Bridgewater Primary School believes that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHE programme. Parents and carers are given the opportunity to find out about and discuss the teaching of PSHE through reading the policy and sharing views with the school.

The Right of Withdrawal from September 2020

The statutory guidance for Relationships and Health Education comes into effect in all primary schools from 2021, including academies, free schools and independent schools.

In primary education from September 2020:

- Parents will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty).

- Parents will be able to withdraw their children from any aspects of Sex Education ***other than those which are part of the science curriculum.*** New guidance makes clear that schools should provide a programme of age appropriate sex education.
- Head teachers in primary schools must grant requests to withdraw a pupil from sex education, apart from when it is part of the science curriculum. If parents wish to discuss this, we will seek to open into a respectful and open discussion with parents to hear their viewpoints and to share with them the benefits of receiving this important education before they make their final decision.
- Where pupils are withdrawn from sex education, we will document the process and will ensure that the pupil receives appropriate education during the period of withdrawal.

What can parents withdraw their children from?

Parents can withdraw children from the curriculum content which is covered in lessons in each of years 4, 5 and 6 within the 'Changing Me' unit, which covers human reproduction. This is the only aspect of PSHE parents have the right to withdraw from as information on puberty work is statutory within Health Education.

Dissemination

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

Confidentiality and Safeguarding Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. However, if this person believes that the child is at risk or in danger, or if a disclosure is made during these sessions, safeguarding procedures must be followed in accordance with our Safeguarding and Child Protection Policy.

Policy Review

This policy is reviewed annually.

Appendix – Curriculum Content © Copyright: Jigsaw PSHE Ltd. 2019

Relationship Education in Bridgewater Primary School

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...	Jigsaw Scheme of Work
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. • 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. 	<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 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

Relationship Content

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

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
FS1/2	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
	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
	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
	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
	Piece 5 Falling out and bullying – Part 2	I can use Calm Me time to manage my feelings
	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
	Piece 2 Making friends	I can identify what being a good friend means to me I know how to make a new friend
	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
2	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
	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

	Piece 2 Keeping safe – exploring physical contact	I accept that everyone’s family is different and understand that most people value their family 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
	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
	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
	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
	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
	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
	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
	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
	Piece 2	I can identify someone I love and can express why they are special to me

	Love and loss	I know how most people feel when they lose someone or something they love
5	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
	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
	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
	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
	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
	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
	Piece 4 Power and control	I 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
	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
	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 the school uses the Jigsaw curriculum to cover this

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. Highlighted aspects included in the ‘Parental Right to Withdraw’ from Sex Education.

Year Group	Piece Number and Name	Learning Intentions ‘Pupils will be able to...’
FS1/2	Piece 3 Growing Up	D4 - Seek out others to share experiences. Show affection and concern for people who are special to them D6 - 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
3	Piece 1 How Babies Grow	tell you what I like/don’t like about being a boy/girl 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
	Piece 2 Babies	express how I feel when I see babies or baby animals understand how babies grow and develop in the mother’s uterus and understand what a baby needs to live and grow
	Piece 3 Outside Body Changes	express how I might feel if I had a new baby in my family 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
	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
	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
	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
	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

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Piece 2 Puberty	explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally
	express how I feel about the changes that will happen to me during puberty
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
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
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

Physical health and mental well-being education in Primary schools – what should be included and how the school uses the Jigsaw curriculum to cover this

The focus in primary school is on teaching the characteristics of good physical health and mental wellbeing. At Bridgewater we are 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

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

The grid below shows specific Drug and Alcohol Education learning intentions for each year group in the 'Healthy Me' Puzzle.

<i>Year Group</i>	<i>Piece Number and Name</i>	<i>Learning Intentions 'Pupils will be able to...'</i>
2	Piece 3 Medicine 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
		can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
	Piece 4 Alcohol	understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol
		can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
5	Piece 1 Smoking	know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart
		make an informed decision about whether or not I choose to smoke and know how to resist pressure
	Piece 2 Alcohol	know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart
		make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure
6	Piece 2 Drugs	know about different types of drugs and their uses and their effects on the body particularly the liver and heart
		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

