



**Leamington Hastings C of E  
Academy**



**Dunchurch Boughton C of E  
Infant Academy & Nursery**



**Dunchurch Boughton C of E  
Junior Academy**

**PSHE (Personal, Social, Health  
Education) & Relationships, Sex  
and Health Education Policy**

Version	Date	Author	Changes
V1-consultation	March 2024	Suzanne Marson and Jo Donnellan	Initial issue as a joint policy for all three academies

## Context

All schools must provide a curriculum that is broad and balanced, that 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
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life
- This policy meets all requirements of the statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education document, within the wider context of Personal Social and Health Education.

[https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf)

As both Leamington Hastings C of E Academy and Dunchurch Boughton C of E Infant Academy and Nursery feed into Dunchurch Boughton C of E Junior Academy, this policy has been written as a joint approach across all three academies to ensure that all statutory expectations for the primary age range are met.

## Policy Development

This policy has been developed in consultation with staff, parents and the Academy Governance Committee. When the policy was first constructed, the consultation and policy development process involved the following steps:

1. Review – members of staff pulled together all relevant information including national guidance
2. Governor consultation – all Governors were given with opportunity to look at the policy and make recommendations
3. Staff consultation – all academy staff were given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – parents were provided with a copy of the policy, were invited to attend a meeting about the policy and were invited to make comments
5. Ratification – once amendments were made, the policy was shared with the Academy Governance Committees and ratified

## Monitoring and Review

The Senior Leadership Team in each academy, and each Academy Governance Committee, monitors this policy on an annual basis. The Headteachers of all three academies consult with parents and governors regarding the annual review of the policy and reports any comments to the Academy Governance Committee. The Headteachers give serious consideration to any comments from parents about the PSHE / RSHE programme, and makes a record of all such comments if any are made.

## PSHE – What do we teach and how do we teach it?

Within all three academies, Personal, Social and Health Education is taught across all year groups using the Jigsaw scheme of work. The Jigsaw Programme is a comprehensive and progressive scheme of work which brings consistency and progression to our children's learning in this vital curriculum area.

There are six themes, with a focus across the academies for each half term. The main content that is found in each of these themes across the primary age range can be found on the next page.

<b>Term</b>	<b>Puzzle (Unit)</b>	<b>Content</b>
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding difference
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

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 scheme of work also supports the personal development and behaviour and attitudes aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the academy's Safeguarding and Equality Duties. The Government's British Values agenda and aspects of SMSC (Spiritual, Moral, Social, Cultural) are also promoted.

The table below outlines the content that is taught across all academies, demonstrating how the learning deepens and broadens each year.

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>EYFS</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Year 1 (DBIA) KS1 cycle A (LHA)</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Year 2 (DBIA) KS1 cycle B (LHA)</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition

Year 3

Setting personal goals  
Self-identity and worth  
Positivity in challenges  
Rules, rights and responsibilities  
Rewards and consequences  
Responsible choices  
Seeing things from others' perspectives

I can explain how my behaviour can affect how others feel and behave.

I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.

Families and their differences  
Family conflict and how to manage it (child-centred)  
Witnessing bullying and how to solve it  
Recognising how words can be hurtful  
Giving and receiving compliments

I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.

I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help.

Difficult challenges and achieving success  
Dreams and ambitions  
New challenges  
Motivation and enthusiasm  
Recognising and trying to overcome obstacles  
Evaluating learning processes  
Managing Feelings  
Simple budgeting

I can explain the different ways that help me learn and what I need to do to improve.

I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.

Exercise  
Fitness challenges  
Food labelling and healthy swaps  
Attitudes towards drugs  
Keeping safe and why it's important online and offline scenarios  
Respect for myself and others  
Healthy and safe choices

I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services.

I can express how being anxious/ scared and unwell feels.

Family roles and responsibilities  
Friendship and negotiation  
Keeping safe online and who to go to for help  
Being a global citizen  
Being aware of how my choices affect others  
Awareness of how other children have different lives  
Expressing appreciation for family and friends

I can explain how my life is influenced positively by people I know and also by people from other countries.

I can explain why my choices might affect my family, friendships and people around the world who I don't know.

How babies grow  
Understanding a baby's needs  
Outside body changes  
Inside body changes  
Family stereotypes  
Challenging my ideas  
Preparing for transition

I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.

I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.

## Year 4

Being part of a class team  
Being a school citizen  
Rights, responsibilities and democracy (school council)  
Rewards and consequences  
Group decision-making  
Having a voice  
What motivates behavior

I can explain why being listened to and listening to others is important in my school community.

I can explain why being democratic is important and can help me and others feel valued.

Challenging assumptions  
Judging by appearance  
Accepting self and others  
Understanding influences  
Understanding bullying  
Problem-solving  
Identifying how special and unique everyone is  
First Impressions

I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.

I can explain why it is good to accept myself and others for who we are.

Hopes and dreams  
Overcoming disappointment  
Creating new, realistic dreams  
Achieving goals  
Working in a group  
Celebrating contributions  
Resilience  
Positive attitudes

I can plan and set new goals even after a disappointment.

I can explain what it means to be resilient and to have a positive attitude.

Healthier friendships  
Group dynamics  
Smoking  
Alcohol  
Assertiveness  
Peer pressure  
Celebrating inner strength

I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.

I can identify feelings of anxiety and fear associated with peer pressure.

Jealousy  
Love and loss  
Memories of loved ones  
Getting on and Falling Out  
Girlfriends and boyfriends  
Showing appreciation to people and  
Animals

I can recognise how people are feeling when they miss a special person or animal.

I can give ways that might help me manage my feelings when missing a special person or animal.

Being unique  
Having a baby  
Girls and puberty  
Confidence in change  
Accepting change  
Preparing for transition  
Environmental change

I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.

I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.

## Year 5

Planning the forthcoming year  
Being a citizen  
Rights and responsibilities  
Rewards and consequences  
How behaviour affects groups  
Democracy, having a voice, Participating

I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.

I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.

Cultural differences and how they can cause conflict  
Racism  
Rumours and name-calling  
Types of bullying  
Material wealth and happiness  
Enjoying and respecting other cultures

I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.

I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.

Future dreams  
The importance of money  
Jobs and careers  
Dream job and how to get there  
Goals in different cultures  
Supporting others (charity)  
Motivation

I can compare my hopes and dreams with those of young people from different cultures.

I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.

Smoking, including vaping  
Alcohol Alcohol and anti-social behaviour  
Emergency aid  
Body image  
Relationships with food  
Healthy choices  
Motivation and behavior

I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.

I can summarise different ways that I respect and value my body.

Self-recognition and self-worth  
Building self-esteem  
Safer online communities  
Rights and responsibilities online  
Online gaming and gambling  
Reducing screen time  
Dangers of online grooming  
SMARTT internet safety rules

I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.

I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.

Self- and body image  
Influence of online and media on body image  
Puberty for girls  
Puberty for boys  
Conception (including IVF)  
Growing responsibility  
Coping with change  
Preparing for transition

I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.

I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.

## Year 6

Identifying goals for the year  
Global citizenship  
Children's universal rights  
Feeling welcome and valued  
Choices, consequences and rewards  
Group dynamics  
Democracy, having a voice  
Anti-social behavior  
Role-modelling

I can explain how my choices can have an impact

Perceptions of normality  
Understanding disability  
Power struggles  
Understanding bullying  
Inclusion/exclusion  
Differences as conflict, difference as celebration  
Empathy

I can explain ways in which difference can be a source of

Personal learning goals, in and out of school  
Success criteria  
Emotions in success  
Making a difference in the world  
Motivation  
Recognising achievements  
Compliments

I can explain different ways to work with others to help

Taking personal responsibility  
How substances affect the body  
Exploitation, including 'county lines' and gang culture  
Emotional and mental health  
Managing stress

I can explain when substances including alcohol are being used anti-socially or being misused and the

Mental health  
Identifying mental health worries and sources of support  
Love and loss  
Managing feelings  
Power and control  
Assertiveness  
Technology safety  
Take responsibility with technology use

I can identify when people may be experiencing feelings associated with loss and also

Self-image  
Body image  
Puberty and feelings  
Conception to birth  
Reflections about change  
Physical attraction  
Respect and consent  
Boyfriends/girlfriends  
Sexting  
Transition

I can describe how a baby develops from conception

	<p>on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>	<p>conflict or a cause for celebration.</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>	<p>make the world a better place.</p> <p>I can explain what motivates me to make the world a better place.</p>	<p>impact this can have on an individual and others.</p> <p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>	<p>recognise when people are trying to gain power or control.</p> <p>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p>	<p>through the nine months of pregnancy, and how it is born.</p> <p>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>
--	---	--	--	---	---	--

Across the academies, we value PSHE as a 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 PSHE Programme.

To ensure progression throughout the academies, we use 'Jigsaw; the mindful approach to PSHE', as our chosen teaching and learning programme, and tailor it to the children's needs as appropriate. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education (see appendices) shows exactly how Jigsaw, and therefore all three academies, meet the statutory Relationships and Health Education requirements within the year groups taught. We are therefore confident that all statutory requirements will be met by the time that children leave primary school.

Within each academy, we allocate one lesson to PSHE each week in every year group. Any content can be adjusted to meet the needs of those children with Special Educational Needs so that it is understood at a developmentally appropriate level.

These explicit lessons are reinforced and enhanced in many ways, such as:

- Assemblies and collective worship
- Rules and rewards in each academy
- Learning Charter
- Whole academy PSHE focus themes such as anti-bullying
- Children's mental health week
- Through relationships throughout the academies (adults, children, peers)
- Christian values such as generosity, friendship and truthfulness

We aim to 'live out' what is learnt and apply it to everyday situations within each academy community.

## **Statutory Relationships, Health and Sex Education – DfE Guidance**

"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

The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, jigsaw-3-11-and-rshe-overview-map which can be found in the appendices, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

## Relationships Education

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

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

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

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

Parents should also be aware that the Church of England states in “Valuing All God’s Children”, 2019, ([https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019\\_0.pdf](https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf)), that Relationships and Sex education should: “Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world.” (Page 34)

## 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 in the appendices: Jigsaw 3-11 and Statutory Relationships and Health Education.

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

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

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

## **Sex Education**

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. 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'. Each academy teaches this in an age appropriate way.

At Leamington Hastings Academy and Dunchurch Boughton C of E Infant Academy and Nursery, we believe that children should be taught to understand that humans grow and change. Therefore, we teach the stages found within a human life cycle within the science curriculum, covering the stages of baby-toddler-child-teenager-adult-elderly. We teach this within our science lessons alongside life cycles of other animals and plants. Children also learn to name the basic parts of the body within science lessons.

At Dunchurch Boughton C of E Junior Academy we 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.

We follow the Warwickshire Protective Behaviours program across all three academies; two main themes are studied:

***Theme 1: We all have the right to feel safe all the time.***

***Theme 2: We can talk to someone about anything, even if it feels awful or small.***

***Broken down into:***

- Feelings
- Body awareness
- Early Warning Signs / Scary Body Feelings
- Telling and Secrets

*A more detailed overview is set out in appendix 4.*

## **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 Leamington Hastings C of E Academy and Dunchurch Boughton C of E Infant Academy and Nursery, we conclude that sex education refers to human reproduction, conception and birth. These are not taught to children in our school due to the age of the children, and therefore inform parents that their right to request their child be withdrawn from the PSHE lessons that explicitly teach this *does not* need to be exercised.

At an infant school level, we will teach correct names for body parts, and identify which are private and which are public. We recognise the physical differences between boys and girls, using the correct names for parts of the body (penis, testicles, vagina, vulva and anus).

At Dunchurch Boughton C of E Junior Academy, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education

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

Year 4, Lesson 2 (Having a baby))

Year 5, Lesson 4 (Conception)

Year 6, Lesson 3 (Conception, birth)

<b>Year Group</b>	<b>Topics covered – Health and Sex Education</b>
By the end of Reception	Naming parts of the body. Respecting our bodies – How to keep healthy with good food and exercise choices. Understanding that we all grow from babies to adults.
Year 1	Life cycles of humans and other animals e.g. Butterflies Noticing how children have changed since they were babies Identify the parts of the body that make boys different to girls using the correct anatomical names for these: penis, testicles, vagina, vulva, anus. Knowing these body parts are private.
Year 2	Recognising cycles of life in nature e.g Frogs. Understanding natural process of growing from young to old. Recognising how their body has changed since they were a baby and where they are on the continuum from young to old. Understanding the physical differences between different genders and using the correct names for parts of the body (penis, anus, testicles, vagina, vulva) Knowing these body parts are private.
Year 3	How babies grow and how and how boys’ and girls’ bodies change as they grow older. Introduction to puberty and menstruation.
Year 4	Internal and external reproductive body parts. Recap about puberty and menstruation. Conception explained in simple terms.
Year 5	Puberty for boys and girls in more detail including the social and emotional aspects of becoming an adolescent. Conception explained in simple biological terms.
Year 6	Puberty for boys and girls revisited. Understanding conception to the birth of a baby. Becoming a teenager.

## Equality

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”.

This can also have an impact on any anti-bullying policies in regard to these characteristics being the reason for the issue. The Church of England document "Valuing all God's Children", 2019, states:

"Schools should ensure that they have clear anti-bullying policies on preventing and tackling homophobic, biphobic and transphobic behaviour and language and that these policies are known and understood by all members of the school community. School leaders should present a clear message that HBT bullying will not be tolerated and that there can be no justification for this negative behaviour based on the Christian faith or the Bible. Schools should ensure that pupils understand how to report incidents. Pupils should be confident that if they report bullying it will be taken seriously."

It also asserts:

"Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value" (page 1)

"Opportunities to discuss issues to do with self-esteem, identity and bullying, including HBT (homophobic, biphobic and transphobic) bullying, should be included in physical, social, health and economic education or citizenship programmes. The curriculum should offer opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should take LGBT people into account." (Page 6)

**As a group of three academeies, 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?' found in the appendices.

## Appendices

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

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

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

	<b>Pupils should know...</b>	<b>How Jigsaw provides the solution</b>
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• R1 that families are important for children growing up because they can give love, security and stability.</li> <li>• R2 the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• R3 that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• R4 that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</li> <li>• R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul>
<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>• R7 how important friendships are in making us feel happy and secure, and how people choose and make friends</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p>

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

	<ul style="list-style-type: none"> <li>• R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• R24 how information and data is shared and used online.</li> </ul>	
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• R26 about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• R32 where to get advice e.g. family, school and/or other sources.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

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

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	<b>Pupils should know</b>	<b>How Jigsaw provides the solution</b>
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• H1 that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>• H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>• H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

	<ul style="list-style-type: none"> <li>• H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>	
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• H11 that for most people the internet is an integral part of life and has many benefits.</li> <li>• H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• 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.</li> <li>• H14 why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• H17 where and how to report concerns and get support with issues online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy Me</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• H18 the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• H20 the risks associated with an inactive lifestyle (including obesity).</li> <li>• H21 how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• H22 what constitutes a healthy diet (including understanding calories and other nutritional content).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p>

	<ul style="list-style-type: none"> <li>• H23 the principles of planning and preparing a range of healthy meals.</li> <li>• H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>	
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>• H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• H31 the facts and science relating to immunisation and vaccination</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• H32 how to make a clear and efficient call to emergency services if necessary.</li> <li>• H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• H35 about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Changing Me</li> <li>• Healthy Me</li> </ul>

## Appendix 2:

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance) [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline) [Respectful School Communities Self-Review and Signposting Tool \(educateagainsthate.com\)](#)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils) [Behaviour in schools - GOV.UK \(www.gov.uk\)](#)
- [Equality Act 2010 and schools](#) [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance) [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#)
- [Alternative Provision](#) (statutory guidance) [Alternative provision - GOV.UK \(www.gov.uk\)](#)
- [Mental Health and Behaviour in Schools](#) (advice for schools) [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](#)
- Social, emotional and mental wellbeing in primary and secondary education. (NICE guidance) [Overview | Social, emotional and mental wellbeing in primary and secondary education | Guidance | NICE](#)
- Promoting and supporting mental health and wellbeing in schools and colleges (guidance for schools and colleges) [Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK \(www.gov.uk\)](#)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#)) [Preventing bullying - GOV.UK \(www.gov.uk\)](#)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts) [Advice and guidance | Equality and Human Rights Commission \(equalityhumanrights.com\)](#)
- [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) [Promoting fundamental British values through SMSC - GOV.UK \(www.gov.uk\)](#)
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development). [Regulating independent schools - GOV.UK \(www.gov.uk\)](#)

Appendix 3, Jigsaw documents :



Jigsaw mapping program.pdf



Jigsaw and LGBTQ relationships.pdf



Jigsaw and the Church of England Pri



rshe-a-guide-for-parents-and-carers-lea

Appendix 4 Warwickshire Protective Behaviours overview

Early Years - Reception
<b>We all have the right to feel safe all the time</b>
Rights and Responsibilities
Safety
Early Warning Signs
<b>We can talk with someone about anything, even if it feels awful or small</b>

Key Stage One	
Year 1	Year 2
Feelings, including we all have the right to feel safe all the time	Feelings, rights and responsibilities, including we all have the right to feel safe all the time
Unsafe feelings and body awareness, including early warning signs	Unsafe feelings, problem solving, including early warning signs
Body privacy and secrets	Body awareness and personal space, including we can talk with someone about anything, even if it feels awful or small
Telling / networks, including we can talk with someone about anything, even if it feels awful or small and network hands	Networks and using them, including network hands

Key Stage Two			
Year 3	Year 4	Year 5	Year 6
We all have the right to feel safe all the time.	We all have the right to feel safe all the time.	We all have the right to feel safe all the time.	We all have the right to feel safe all the time.
Feelings, Rights and Responsibilities	Rights and Responsibilities, Feelings	Rights and Responsibilities, Feelings	Rights and Responsibilities, Feelings
Unsafe Feelings	Safe and unsafe feelings	Safe feelings, Fun to Feel Scared and Early Warning Signs	Safe Feelings, Fun to feel scared and early warning signs
Body awareness and telling	Secrets	Secrets and networks	We can talk with someone about anything, even if it feels awful or small and networks
Networks and using them	Networks and using them	Using Networks	Using Networks