

Worlingham CEVC Primary School



PSHE (Personal, Social, Health Education) Policy including RELATIONSHIPS, SEX and HEALTH EDUCATION POLICY

Due consideration has been given to all children/adults/stakeholders with regard to the protected characteristics under the Equality Act 2010.

Date approved:	06.10.2026
Name of Committee:	Curriculum and Ethos
Chair of Committee signature:	<i>Mr Peter Hobbs</i>
Date of next review:	Autumn 2027

Headteacher: Mrs Holly Marchand
School No. 935 3111

Worlingham CEVC Primary School
**PSHE (Personal, Social, Health Education) Policy including
RELATIONSHIPS, SEX and HEALTH EDUCATION POLICY**

Rooted and Ground In Love (Ephesians 3:17)

Aims

At Worlingham CEVC Primary School, we teach Personal, Social, Health Education and Relationships and Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.



The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding policy, the Government's British Values agenda, mental and physical development and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children. It prepares the pupils at the school for the opportunities, responsibilities and experiences of later life.

Relationships, Sex and Health Education is part of the Personal, Social and Health Education (PSHE) curriculum in our school. When we inform our pupils through relationship education about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use Relationships, Sex and Health Education as a means of promoting any form of sexual orientation.

At Worlingham CEVC Primary School, we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, and that we are all valued to empower them with a voice and to equip them for life and learning.

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

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to our children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Whole School Approach

We use Jigsaw PSHE as our curriculum framework because it provides a comprehensive, carefully sequenced scheme of work that brings consistency and progression to children's learning across their primary years. Built on current research and best practice in child development, safeguarding and health education, it is kept continuously up to date with evolving statutory guidance and enables us to deliver high-quality PSHE education that meets our children's needs. The programme is distinctive in its approach including:

Emotional literacy at the core - Every Jigsaw lesson systematically develops children's emotional vocabulary and understanding. Children learn to recognise, name and talk about a wide range of feelings in themselves and others. This emotional literacy supports children's ability to share and discuss things that are important in their lives, to seek help when needed, and to build positive relationships.

Mindful practice - Every Jigsaw lesson begins with 'Calm Me Time', a mindfulness activity designed to support self-regulation and create a safe, focused space for learning. This consistent practice forms part of our approach to children's emotional wellbeing and helps children to be ready for open, thoughtful discussion.

Connection and community - The 'Connect Us' activity in every lesson strengthens relationships within the class and develops children's social skills, building a sense of belonging and mutual respect that underpins all learning.

Developing skills for respectful dialogue - PSHE lessons provide regular opportunities for children to develop and practise essential communication skills including listening to others, expressing their own views clearly and respectfully, considering different perspectives, and engaging in constructive discussion. These oracy skills are fundamental to building positive relationships and respectful communities, enabling children to navigate differences with kindness and to participate confidently in democratic discussion.

Age-appropriate spiral curriculum - Topics are revisited across year groups with increasing depth and complexity, enabling children to build on prior learning in line with their developing maturity and understanding, with teachers able to adapt according to their pupils' needs.

Interactive, participative teaching - Lessons are designed to be engaging and active, using discussion, role-play, problem-solving and creative activities to develop skills alongside knowledge. Children don't just gain information - they explore topics in age-appropriate ways and develop practical skills that support them in their everyday lives.

The Six Jigsaw Puzzles

Our PSHE / RSHE curriculum is organised into six themed units ('Puzzles'), each taught for approximately half a term:

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Understanding personal identity, my place in the class and school community, rights and responsibilities, democracy, making a positive contribution.
Autumn 2:	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.
Spring 1:	Dreams and Goals	Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively.
Spring 2:	Healthy Me	The relationship between physical and emotional health; nutrition, sleep, exercise and hygiene; emotional wellbeing; drug education

(including medicines); keeping safe; understanding habits and making healthy lifestyle choices.

Summer 1: Relationships	Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and communication skills, recognising when relationships are unhealthy, understanding loss and bereavement.
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Summer 2: Changing Me	Understanding life cycles and human growth, coping positively with change, body image and self-esteem, puberty education, changing relationships, and for upper Key Stage 2, human reproduction (where taught as sex education).
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At Worlingham CEVC Primary School we allocate one hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Whilst we follow the Jigsaw programme, we recognise that our children, families and context have specific needs and characteristics. Our class teachers carefully consider each lesson's content approach to ensure it is appropriate and relevant for our pupils.

Beyond The Classroom: Embedding PSHE in School Life

We recognise that effective PSHE education extends far beyond weekly lessons. The skills, values and understanding developed in PSHE sessions are reinforced and lived throughout our school day and across all areas of school life such as: assemblies and collective worship, praise and reward system, school rules ,playground and social times where children practise the friendship and conflict-resolution skills learned in PSHE, through relationships child to child, adult to child and adult to adult across the school. We aim to live what is learnt and apply it to everyday situations in the school community.

Sex Education

At Worlingham CEVC Primary School, we believe children should understand the facts about human reproduction before they leave primary school so we define Sex Education as understanding human reproduction. We refer to the DfE document 'Relationship and Sex Education Guidance' (September 2026). We teach age-appropriate sex education in Years 5 and 6 as part of our PSHE / RSHE curriculum, including factual information about human reproduction. We believe this information is important for children before they leave primary school, particularly as children naturally become more aware and curious about how life begins, and may seek information from less reliable sources if we do not provide age-appropriate, factual teaching. In the DfE document, Relationship and Sex Education is defined as 'learning about physical, moral and emotional development'. The guidance states, 'It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'.

Through our PSHE / RSHE lessons, we teach children about different kinds of relationships, and we encourage children to discuss issues. We teach about the parts of the body, how these work, and we explain to the children changes that will occur as they grow up.

In Early Years, we teach children the name of some parts of the body, and they learn that we grow from baby to adult. The children discuss how they have changed from a baby and what might change for them as they get older.

EYFS Key Vocabulary taught

Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories.

Key Stage 1

In Year 1, we teach children about how animals, including humans move, feel, grow and reproduce. Children learn that humans have a life cycle and discuss some of the changes which happen as we grow up. Children learn to appreciate the fact that people are not all the same, that it is normal for people to grow up at different rates and the importance of respecting each other. Children are taught the correct names of male and female private body parts, that these parts of the body are private and that nobody has the right to hurt these. Children are taught who to ask for help if they feel worried or frightened.

Year 1 Key Vocabulary taught

Adult, Adulthood, Anus, Anxious, Baby, Change, Coping, Curious, Excited, Feelings, Female, Grow, Growing Up, Growth, Happy, Learn, Life Cycle, Male, Nervous, Penis, Proud, Testicles, Vulva, Worried.

In Year 2, children continue to learn about human life cycles, understanding how their bodies have changed from when they were a baby and that they will continue to change as they age. They learn the physical differences between male and female bodies and the correct names for private body parts. Children are taught that private body parts are special and that no one has the right to hurt these. Children learn that there are different types of touch and that some are acceptable and some are unacceptable. It is reinforced who children can ask for help if they feel worried or frightened.

Year 2 Key Vocabulary taught

Adult, Anus, Anxious, Baby, Change, Child, Cope, Comfortable, Control, Dislike, Elderly, Excited, Female, Freedom, Fully Grown, Growing Up, Independent, Life Cycle, Looking Forward, Male, Nervous, Older, Penis, Physical, Private, Public, Respect, Responsibilities, Teenager, Testicles, Texture, Toddler, Touch, Uncomfortable, Vagina, Vulva, Young, Assertive.

Lower Key Stage 2

In Year 3, children learn that in animals and humans lots of changes happen between conception and growing up, and that it is usually the female who carries the baby. Children learn that in humans a mother carries the baby in the uterus and this is where the baby develops. Children discuss how babies need love and care from their parents/carers as well as their basic needs met. Children are taught that the male and female body needs to change at puberty so their bodies can make babies when they are adults. The children learn how some of the outside body changes during puberty as well as internal body changes.

Year 3 Key Vocabulary taught

Animals, Birth, Care, Change, Egg, Female, Growing Up, Male, Ovaries, Penis, Breasts, Challenge, Control, Family, Genitals, Looking Forward, Mother, Ovum, Personal Hygiene, Puberty, Pubic Hair, Roles, Scrotum, Sperm, Stereotype, Task, Testicles, Vagina, Womb, Uterus, Worries.

In Year 4, children learn about internal and external reproductive body parts and begin to understand how bodies change as they grow. Children also explore emotional responses to change, developing strategies to manage worries or uncertainty and recognise that some changes are within their control while others are not. Children will link physical development with emotional wellbeing and will discuss different types of families and trusted adults they can talk to if they need help as they grow up and go through puberty.

Year 4 Key Vocabulary taught

Acceptance, Anxious, Belonging, Care, Characteristics, Change, Choices, Circle, Control, Family, Fallopian Tube, Hobbies, Hormone, Identity, Inner Circle, Interests, Love, Looking Forward, Menstrual Cup, Menstrual Cycle,

Upper Key Stage 2

In Year 5, children continue to learn how girls' and boys' bodies change during puberty and they understand the importance of looking after themselves physically and emotionally. Children are taught that sexual intercourse can lead to conception and that some people may need help to conceive. Children develop their understanding of becoming a teenager and that this involves various changes and also brings growing responsibility.

Year 5 Key Vocabulary taught

Aspects, Authentic, Body Image, Change, Characteristics, Cope, Conception, Contraception, Consent, Erection, Edited, Embryo, Emotions, Excitement, Facial Hair, Fallopian Tube, Filter, Growth Spurt, Influences, Larynx, Making Love, Manage, Media, Menstrual Cycle, Menstrual pads, Menstrual Towels, Menstruation, Mental Health, Mental Wellbeing, Milestone, Opportunities, Oestrogen, Ovary, Ovaries, Perception, Periods, Pregnancy, Puberty, Relationships, Reliable Sources, Responsibilities, Scrotum, Self-Esteem, Self-Image, Sexual Intercourse, Semen, Sperm, Teenager, Testicles, Testes, Testosterone, Vagina, Vulva, Wet Dream, Affirmation, Anxious, Hormone, Hope, Womb, Uterus.

In Year 6, children will explore self-image and self-esteem while learning about physical and emotional changes during puberty. Across the six pieces, children will reflect on identity, adolescent friendships and the pressures linked to appearance and growing independence. They will practise challenging negative self-talk and identify trusted adults for support, alongside discussing attraction, consent and respectful relationships. Children will learn how a baby develops through conception through nine months of pregnancy and how it is born. The children will consider the transition to secondary school, to reflect on worries, hopes and discuss how to best prepare confidently for the year ahead.

Teachers will create a safe and respectful learning environment in which pupils feel able to ask questions. During the Relationships unit, a class question box may be used to allow pupils to submit questions anonymously. All questions will be reviewed by the teacher and answered in a way that is age-appropriate, factual and in line with the planned curriculum content. Where questions go beyond statutory curriculum or are not appropriate to be shared with the whole class, teachers will use their professional judgement to either provide a general, safeguarding-focused response or where necessary, follow up with parents/carers. Teachers will not provide explicit detail beyond what is appropriate for the age and stage of the pupils. Teachers will ensure that responses support pupils' understanding of healthy relationships and personal safety.

Year 6 Key Vocabulary taught

Adolescent, Assertive, Attraction, Baby, Caesarean, Celebrity, Cervix, Challenge, Choice, Contractions, Consent, Criticise, Embryo, Feelings, Emotions, Foetus, Freedom, Identity, Independence, Journey, Labour, Looking Forward, Love, Mental Health, Midwife, Negative Body-talk, Opportunities, Placenta, Pregnancy, Pressure, Puberty, Real Self, Relationship, Responsibilities, Secondary, Self-Esteem, Self-Image, Sexting, Transition, Umbilical Cord, Values, Worries.

Viewing Curriculum Materials

Parents/carers have the right to view the materials that we use to teach PSHE including RSHE. To request to view the materials, please contact the school office to arrange an appointment with the Headteacher and/or the PSHE/RSHE Subject Leader. We will be able to provide examples of resources that will be used. In line with copyright restrictions, materials are provided for viewing only and must not be copied.

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

The school is well aware that the **primary** role in children's relationship education lies with parents and carers. We therefore wish to build a positive and supportive relationship with the parents and carers of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- Inform parents and carers about the school's Relationships, Sex and Health Education policy and practice.
- Answer any questions that parents may have about the Relationships, Sex and Health Education of their child.
- Take seriously any issue that parents raise with teachers or Governors about this policy, or about the arrangements for Relationships, Sex and Health Education in the school.
- Encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

At Worlingham CEVC Primary School, 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) e.g.

Year 5 (Conception)

Year 6 (Conception, birth)

Parents have the right to withdraw their child from all or part of the sex education programme that we teach to our Year 6 children in school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

Meeting the Equality Act 2010

We comply with the Equality Act 2010 and the Public Sector Equality Duty, ensuring that PSHE / RSHE is taught in a way that:

- Does not subject pupils to discrimination
- Promotes equality of opportunity
- Fosters good relations between people with protected characteristics and those without

The protected characteristics are: age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Including LGBTQ Content

Throughout PSHE / RSHE education, children learn that all people deserve to be treated with respect and kindness, regardless of difference. This is a fundamental principle that runs through all our teaching.

In teaching about families and relationships, we include same-sex parents alongside other family structures, presented naturally as one of the many different types of families that children may

have or encounter. This content is integrated throughout the curriculum rather than taught as a standalone topic, ensuring that diverse families are visible and valued within our school community.

Children learn about treating others with kindness and respect, understanding that people have protection from discrimination and should be treated with dignity and respect, and that there are laws in place to protect people's rights. Pupils learn how bullying or discriminatory behaviour is never acceptable and how to report this for themselves or others.

For further explanation as to how we approach lesbian, gay, bisexual, transgender and questioning (LGBTQ) relationships in the PSHE (RSHE) Programme please see Appendix 1: 'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?' which provides specific examples from lessons and addresses common questions.

Safeguarding and Support

PSHE / RSHE education has a crucial role in our safeguarding provision, equipping children with the knowledge and skills to keep themselves safe and to seek help when needed.

Through PSHE / RSHE, children learn to:

- Recognise when relationships or situations are unsafe
- Understand that abuse is never their fault
- Know a range of trusted adults they can talk to
- Develop vocabulary to express concerns clearly
- Build confidence to keep asking for help until they are heard
- Understand their rights over their own bodies and personal information
- Recognise emotional, physical and sexual abuse
- Identify risks online and in the physical world
- Develop resilience and strategies for managing difficult situations

Assessment, Monitoring and Evaluation

We monitor and evaluate our PSHE / RSHE provision to ensure it is meeting children's needs, is delivered consistently across the school, and is having a positive impact on children's wellbeing and development. We track children's progress to ensure learning is embedded and to identify where additional support may be needed. Assessment in PSHE / RSHE focuses on:

- Knowledge and understanding of key concepts (end of unit outcomes)
- Development of skills (e.g., communication, conflict resolution, decision-making)
- Ability to apply learning to real situations

The Jigsaw programme includes assessment materials and opportunities for children to reflect on their learning. Teachers use a range of strategies including:

- Observation of discussions, role plays and collaborative activities
- Review of written work, children's self-assessments and reflections

Confidentiality

Teachers conduct Relationships, Sex and Health Education lessons in a sensitive manner. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of Safeguarding. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for Safeguarding issues about their concerns. The Senior Designated Person will then deal with the matter in consultation with health care professionals (see our Safeguarding policy).

The role of the Headteacher

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our Relationships, Sex and Health Education 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 about relationships and sex effectively, and handle any difficult issues with sensitivity.

Monitoring and Review

The Curriculum and Ethos Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum and Ethos Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

At Worlingham CEVC Primary School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Sex and Health Education.

Relationships Education in Primary schools – DfE Guidance September 2026

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

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

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	- 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.	All of these aspects are covered in lessons within the Puzzles - Relationships - Changing Me - Celebrating Difference - Being Me in My World

Online relationships	• 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.	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference
Being safe	• 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.	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference

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

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

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	• 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). • 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.	All of these aspects are covered in lessons within the Puzzles • Healthy Me • Relationships • Changing Me • Celebrating Difference

Internet safety and harms	• 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 know how 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.	All of these aspects are covered in lessons within the Puzzles • Relationships • Healthy Me
Physical health and fitness	• 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.	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Healthy living	• what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • 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).	All of these aspects are covered in lessons within the Puzzles • Healthy Me

	• 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	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Basic first aid	• 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.	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Changing adolescent body	• 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.	All of these aspects are covered in lessons within the Puzzles • Changing Me • Healthy Me

WORLINGHAM CEVC PRIMARY SCHOOL

SAFEGUARDING STATEMENT TO ACCOMPANY POLICY DOCUMENTS

Throughout this policy runs our commitment to safeguarding the well-being of all our pupils at Worlingham CEVC Primary School. The values, beliefs and ethos of Worlingham Primary School are shared by all members of staff and the adherence to the guidance as stated in the school's Safeguarding Policy is of paramount importance.

The well-being and safety of pupils has a positive impact on their attendance, behaviour, their own Health and Safety, learning within the school environment as well as on educational visits.

Throughout the curriculum children are taught how to manage risk and how to keep themselves safe. The children know that if they need help they can talk to a member of staff at school. Children are taught how to keep themselves safe whilst using ICT equipment and are instructed to report any inappropriate material to the member of staff leading the session.

Children who have an identified SEN which creates difficulties with communication may need additional support in expressing concerns to a member of staff. Staff will need to follow the guidance in the safeguarding policy when dealing with a disclosure, taking into account the ability of the individual.

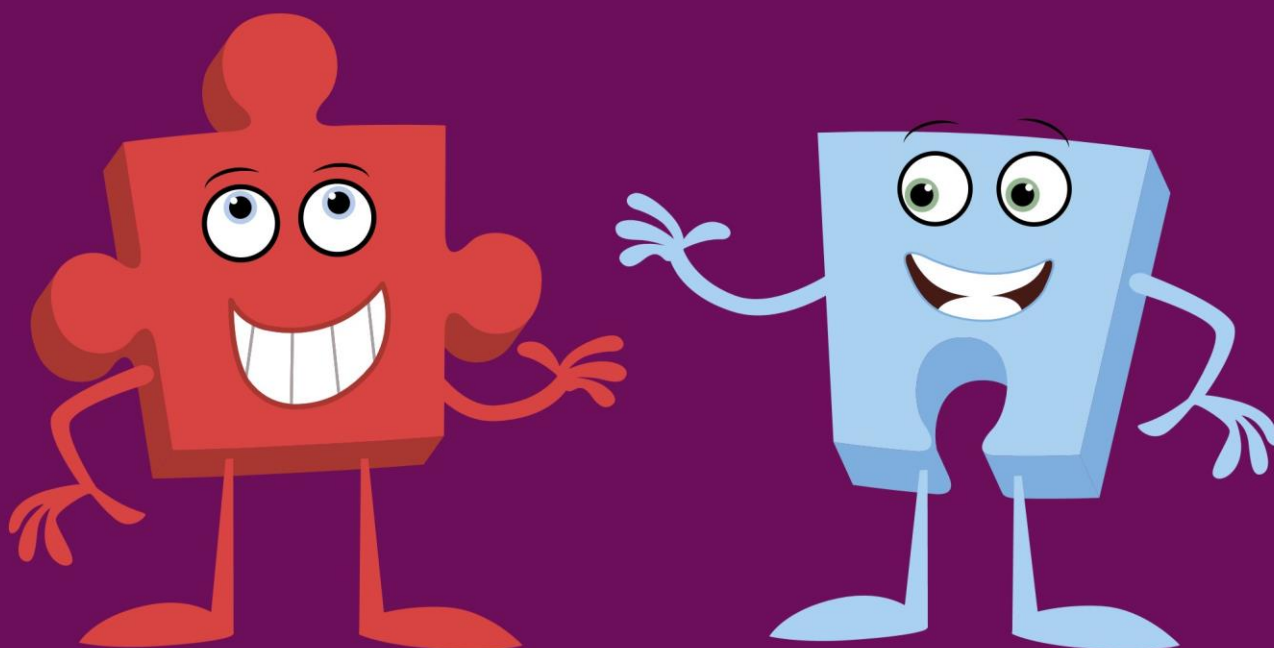
A copy of the Safeguarding policy can be found on the school website, in the Headteacher's office and also the staff room. This policy provides comprehensive detail in identifying types of abuse and the procedures that need to be followed.

Within the Safeguarding Policy is a section on The Prevent Duty and what it means for our School.



Including and valuing ALL children

What does Jigsaw teach about LGBT+ relationships?



www.jigsawpshe.com | +44 (0)3331 882133

Jigsaw, the mindful approach to PSHE, is a teaching programme for Personal, Social and Health Education (PSHE) which includes statutory Relationships Education, statutory Health Education and non-statutory Sex Education (DfE England 2019).

It is a comprehensive programme for pupils aged from 3-16, and designed by Jan Lever MBE, a teacher and psychotherapist.

There are six half-term Puzzles (units) sequenced from the beginning to the end of the school year:

- Being Me in My World • Celebrating Difference • Dreams and Goals • Healthy Me • Relationships • Changing Me

Each Puzzle has six lessons. The Jigsaw Friends are used as distancing tools along with the Jigsaw Charter to ensure a safe learning environment. Mindfulness philosophy and practice underpins and permeates the programme.

This information leaflet has been written to provide information about Jigsaw's approach to LGBT+ relationships in the age 3-11 programme. **Terminology:**

LGBT+: lesbian, gay, bisexual and transgender. The + acknowledges other sexualities and gender identities.

In the Jigsaw 3-11 teaching materials, we introduce the terms lesbian, gay and heterosexual in a very small number of lesson plans from Ages 7-8 upwards in the context of different types of families, and there are some images that children may recognise as showing same sex in earlier year groups.

We introduce the term transgender in one lesson for Ages 10-11 yrs as part of a lesson that also reflects the wider concept of protected characteristics and valuing different types of people in our communities. **Premise:**

Our experience shows us that children are good at accepting and looking past differences to the person. They are happy to be friends with/work with any peer they like and feel comfortable with, regardless of the differences that might be apparent. Of course, difference is sometimes used as a source of bullying and Jigsaw works hard to alleviate this.

So, firstly, it is important to state that Jigsaw nurtures positive and healthy relationships across the school community. It is concerned that all children understand what makes a relationship positive and healthy and can recognise and get help if they are experiencing something unhealthy etc. The starting point is building a positive, respectful relationship with self, engendering a sense of belonging and inclusion. This work begins in the Being Me in My World Puzzle (unit) in all year groups and is reinforced throughout.

Therefore, there is minimal focus on sexual orientation and gender identity in the age 3 -11 programme; enough to enable children to understand the meaning of the words lesbian, gay, transgender and heterosexual. This is set in the context of who people love, are attracted to and may want to marry or spend their lives with, but not in the context of any kind of sexual activity.

We acknowledge there are many gender identities and sexualities other than the ones we include in Jigsaw lessons but aim to ensure Jigsaw lessons are age and cognitive-load appropriate for primary-age children. We hope parents/carers will enhance this core work as they see fit in their own families.

This work is about alleviating stereotyping, accepting and respecting all people and celebrating differences of all sorts. In this way we aim to value and include all children and all family compositions, not to mention all teachers and members of the school community, thus equipping children for life in the UK today.

What does Jigsaw PSHE teach about LGBT+ relationships and why?

1) Jigsaw believes all children should feel included

Jigsaw is underpinned by the philosophy to value every child as a unique human being, to enable everyone to feel included and to celebrate difference, thus developing empathy, compassion and respect for self and others.

We believe that school is a place where all children should feel safe and respected.

Part of this is helping children to understand there are many differences and similarities between people and that this can be positive rather than a source of negativity, bullying or discrimination.

Jigsaw talks about children and people as being of equal value, without labels, and considers the qualities most important in human beings. It unpacks stereotypes and influences and helps children become mindful, aware of their thoughts and feelings and the impact these may have.

Families

One of the differences children will be familiar with is family composition.

There are many family situations; some children will have parents who are separated, some may live with a mum and a dad, some may have stepparents, some may live in extended multi-generational families, and some may be fostered or adopted. Some may have other family arrangements; and some of those in parenting roles will be heterosexual and some will be LGBT+. We believe the gender identity and sexual orientation of parents and family members is what it is. This is their business, no-one else's, and in children's eyes is insignificant as these are the people they love and who love and care for them.

Jigsaw therefore makes every effort to reflect a wide range of families in its images so that all children can resonate with their own experience of 'family'. No child should ever be made to feel less accepted, or that their family is any less loving and caring than another. Careful treatment is given to this work in Jigsaw to avoid children being at risk of picking up 'hidden messages' that may suggest to them their family is 'not as good as' or 'not right'.

Children who feel unaccepted or isolated are more vulnerable, possibly feel less secure, and potentially less able to apply themselves to learning. Jigsaw works hard to ensure its materials are accepting of all children and all families, (of course helping children to know how to get help if they are being harmed in any way).

The Jigsaw philosophy values every child as a unique human being and does not discriminate but supports them all to become the best they can be.

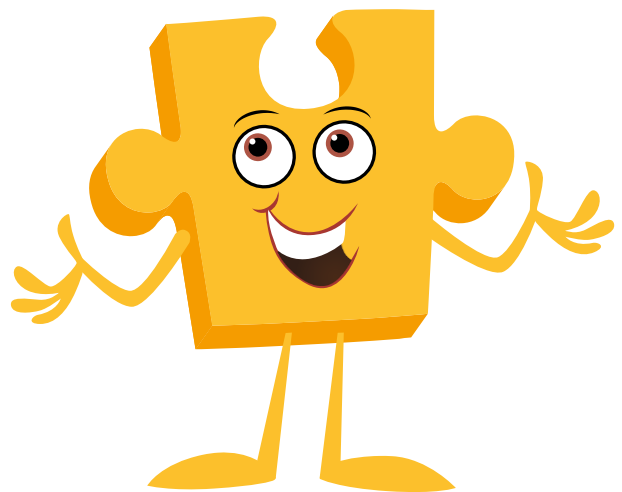
Jigsaw's lessons help children explore why a loving and caring family is important and how they contribute to that as members of their own families.

Examples of teaching materials

In Jigsaw we sometimes use images of people and sometimes distance the learning by using e.g. cartoon characters.

Ages 7-8 Celebrating Difference

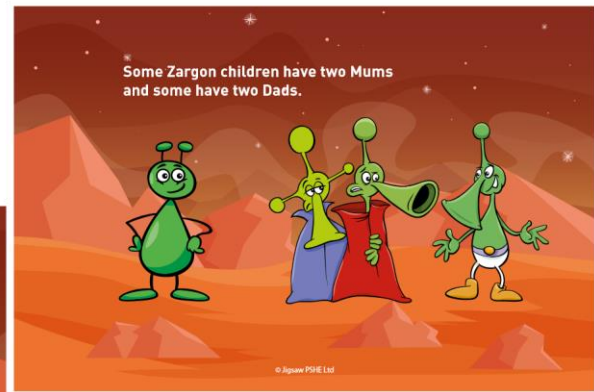
This lesson offers many images and asks children, 'Which pictures show a family?' thus opening a discussion on what makes a family and concluding that what is important is that we are loved and cared for, whatever our family composition.





Ages 5-6 Relationships

This lesson uses cartoon characters from Planet Zarg to suggest there are many different sorts of families.



Children as individuals

In the same way that Jigsaw approaches all family compositions as of equal value, it also considers every child of equal value.

Some children in primary school may feel they are different in some way. This difference may be about their developing sexuality or gender identity, but equally, it may be about appearance, body-image, achievements, language, accent or any number of perceived differences.

The second Puzzle (unit) in the Jigsaw Programme for all year groups, called Celebrating Difference, is all about similarity and difference; the underpinning aim being to help children love and accept themselves for who they are and build a positive relationship with self and with others.

There is no direct teaching about children themselves being heterosexual or LGBT+, rather each child is treated as a valued individual.

We simply believe it is important that children understand that individuality is positive and not a source of negativity, thereby leading to acceptance and respect for self and others.

As they explore who they are and their sexuality and gender identity become more apparent to them, this will then be received in a positive way, without fear.

Jigsaw's ages 3-11 programme does not explicitly teach about heterosexual or LGBT+ relationships in adulthood either, other than to explain that any two adults can love each other and be attracted to each other.

The ages 3-11 Jigsaw Programme nurtures respect and acceptance for all, focussing on the characteristics of positive, healthy relationships children themselves will be experiencing e.g. family and friends.

2) Jigsaw aims to eliminate bullying and give age-appropriate understanding

Bullying is often focused on some aspect of difference, hence the Celebrating Difference work which includes anti-bullying work.

When discussing any differences between people, Jigsaw helps teach children to form opinions about others based on whether they are kind, law-abiding, respectful, trustworthy, and responsible people, rather than judging them on appearance or any other aspect of difference or on first impressions or unsubstantiated judgements.

Children will have heard, or will come to hear, words such as 'gay', 'lesbian' or 'transgender'. Sometimes these words can be used as insults or derogatory terms. In this context, Jigsaw explains the meanings of these words age-appropriately and teaches that these are not to be used in derogatory ways as this could cause hurt or harm and are disrespectful. No words are ever to be used to cause hurt or harm.

At no point in Jigsaw is any reference made to sexual activity of any adults regardless of their sexuality. This we strongly believe would be inappropriate and unacceptable. In ages 9-11 when human reproduction is taught (at the school's discretion) this is done from a biological standpoint. IVF and adoption are mentioned to ensure children are aware, but the focus is on teaching the biology of human reproduction.

Jigsaw lessons help by giving age-appropriate information, and by assisting teachers to clarify children's understanding of words and terminology. Explanations as to LGBT+ are always accompanied by explaining heterosexual so that LGBT+ relationships are not singled out as different to the 'norm' but rather seen as part of the whole range of relationships, sexual orientations and gender identities.

However, for ages 3-11 this work is minimal as we are most concerned to nurture accepting attitudes. Further understanding can follow at secondary school.



3) Schools have a duty to uphold the Public Sector Equality Duty (PSED)

The PSED or the Equality Act, as it is more commonly known, requires schools to eliminate discrimination; advance equality of opportunity; and foster good relationships. By doing so, the Equality Act encourages schools to meet the diverse needs of children and to improve outcomes for all pupils regardless of background. Part of the Equality 'duty' is to teach children about rights and responsibilities, acceptance, empathy and understanding of others. Jigsaw aligns to this throughout.

4) English schools have a duty to promote the spiritual, moral, social and cultural (SMSC) development of their pupils, including understanding British values.

The requirement to develop children's spiritual, moral, social and cultural understanding is set out in the Education Act (2002).

In 2014, additional guidance was published for schools with regards to teaching British values. Guidance states that schools should promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance, and makes it clear that children should learn about discrimination and how to combat it. At Jigsaw we wholeheartedly support these core values which are reflected in the guidance for Wales, Scotland, Northern Ireland and International Schools. As previously discussed, Jigsaw lessons, particularly in the Celebrating Difference units of work, include teaching children about acceptance, empathy, prejudice and discrimination, and the rights and responsibilities they have as UK and global citizens. A school's SMSC education is an important part of the Ofsted inspection framework.

5) Schools have a legal obligation to safeguard their pupils

Safeguarding guidance establishes that schools must protect all children from physical and emotional abuse including bullying (on and offline) and abuse that could happen from an adult or from other children. Teaching children to accept there are a whole range of differences in people, helps combat stigma, discrimination and bullying. Children also need to be taught how to access help if they are involved in a bullying, or abusive situation. Jigsaw's lessons, particularly in the Celebrating Difference and Relationships units of work, teach children why bullying can happen and why it is unfair, how to recognise a bullying/ abusive situation and how to get help. Within this work children discuss a wide range of reasons why some people are bullied, or become bullies, and this includes some discussion around name-calling which includes the inappropriate use of words such as 'gay' and 'lesbian' as an insult towards another person.

6) Statutory Relationships and Health Education in England, and Relationships and Sexuality Education in Wales and Northern Ireland, and Relationships Education through statutory PSE/HWB in Scotland

Relationships Education is statutory for all primary schools across the UK. There are of course differences in each country's guidance and specific outcomes, but there is a consistent approach throughout all primary schools that is supported by the Jigsaw teaching and learning materials in the classrooms.

Primary children learn that not all families are the same and to respect these differences.

They also learn about bullying and how to treat others with respect, whether this is within their immediate relationships, or in the wider community.

Each country's guidance also states that when learning about different families, care should be taken to avoid stigmatisation of children based on their home circumstances. It also reaffirms the duty for schools to comply with the Equality Act, where sexual orientation and gender-reassignment are two of the nine protected characteristics.

Relationships guidance does not suggest a specific age when LGBT+ relationships should be brought into the curriculum, but there is an expectation for this to be included in a sensitive and age-appropriate manner, and in an inclusive way throughout, not simply as a one-off lesson or topic.

It is left to schools' discretion as to how and when they teach what in this regard, taking account of their children and families, situations, beliefs etc.

Schools using Jigsaw will be compliant with this statutory guidance.

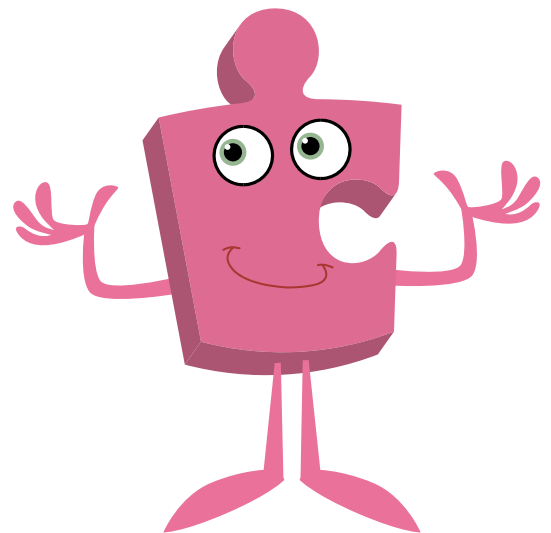
Transgender

For more information on Jigsaw's approach to gender identity and transgender, please see the article,

'How does Jigsaw approach Gender Identity?'

Parental right to withdraw

There is a clear expectation that all children should have access to the same learning opportunities about relationships and health that will be able to support them as they learn and grow. It is now statutory for all schools in the UK to deliver Relationships education.



The parental right to withdraw children from parts of the wider PSHE curriculum depends on each country's specific guidance.

If you require further information about the Jigsaw Programme and/or how your child's school delivers it, please do approach your child's school which will be happy to discuss the programme with you. Schools are, of course, welcome to tailor the Jigsaw Programme for their children's needs mindful of statutory requirements.

For further details about the whole of our PSHE programme, please visit the school website at:

The statutory guidance for teaching about personal health and wellbeing that we follow can be found here:

