

Enderby Road Infant School

PSHE (PERSONAL, SOCIAL, HEALTH EDUCATION) POLICY 2022-23

This policy includes Relationships Education, Sex Education and Health Education



PERSON RESPONSIBLE FOR POLICY:	Katie Glasby
APPROVED:	DATE: December 2021 Reviewed and renewed Dec 22
CONSULTED PARENTS ON:	DATE: DECEMBER 2022
SIGNED: G WILLEY	ROLE: Chair: Safeguarding Committee
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Introduction

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

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

At Enderby Road Infant and Nursery School we believe that PSHE supports children's development as human beings, enables them to understand and respect who they are, empowers them with a voice and equips 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 primarily use Jigsaw, the mindful approach to PSHE as our chosen teaching and learning programme and tailor it to your children's needs. The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be found in Appendix 1. 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. Jigsaw also supports the 'Personal Development' and 'Behaviour and Attitude' aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education."

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."

"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

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)

Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)

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

Staff coordinator of PSHE – Mrs K Glasby

Governor with responsibility for PSHE – Safeguarding Committee

Aim of the Jigsaw PSHE policy

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

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

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

In our school we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE.

Objectives

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

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others

- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Jigsaw Content

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens each year.

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

How is Jigsaw PSHE organised in school?

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with

all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

There are six Puzzles in Jigsaw that are designed to progress in sequence from autumn to June/July. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The Garden of Dreams and Goals.

Each Piece (lesson) has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health Education guidance, but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

Each class has dedicated time on their timetable each week for their Jigsaw lesson; it is delivered by a member of their class team and/or our Learning Mentor. In our mixed-age classes, children are grouped by year group for the session.

The PSHE Subject Lead is responsible for the monitoring of the subject.

Assemblies

Each puzzle is supported in a whole-school assembly once a week themed around the pieces.

Further whole-school assemblies focusing on British Values enhance the learning taking place within the classroom through an in class assembly once per week. Each week children will be offered a question to reflect on with a value being covered each half term.

Recording

Children in reception and Year 1 record their lessons through floor books and Year 2 record in a personal Jigsaw journal.

Differentiation/SEND

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Our children are at different levels of maturity throughout their school career with varied life experiences and a range of attitudes and feelings. We plan our lessons to allow their perceptions to be articulated with all contributions being valued and respected. Different resources and activities are provided in lessons depending on the needs of the children. Our teaching styles are broad and balanced to provide for children's different learning styles. To support this, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

Lessons will be carefully planned and differentiated for children with special educational needs and/or disabilities.

Equal Opportunities

We use teaching materials which reflect the cultural and ethnic diversity of society. We avoid stereotyping in terms of ethnicity, race, gender and ability, ensuring that no child is disadvantaged. Children with English as an additional language have equal access to develop their learning and children's religious beliefs and cultural differences are always respected.

Safeguarding

Staff are aware that sometimes disclosures may be made during Jigsaw lessons; in which case, safeguarding procedures will be followed immediately. Sometimes it is clear that certain children may

need time to talk one-to-one after the lesson closes; we will ensure the time and appropriate staffing for this to happen. If disclosures occur, our Safeguarding policy will be followed.

Assessment

Each Puzzle (unit of work) has a built-in assessment task, usually in Lesson (Piece) 6. This task is a formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions. In addition, as part of the Help Me Reflect section of every Jigsaw lesson, KS1 children complete a self/peer assessment using the My Jigsaw Journey/Learning resource that accompanies each lesson. All assessed work is collated as part of the children's Jigsaw books.

Recording and tracking progress

Each Puzzle (unit of work) has a set of three level descriptors for each year group:

Working towards (WTS) Working at (ARE) Working beyond (GDS)

At the end of each term, staff will record if they are working towards, working at or working beyond. The PSHE subject lead will collate, track and analyse the progress of the children across the school.

Please be aware that these attainment descriptors are specific to Jigsaw and to year groups. They are designed to give guidance when considering each child's learning journey. They are not nationally-recognised. There are no national level descriptors for PSHE.

Reporting to Parents/Carers

Each Puzzle's assessment tasks, attainment and children's Jigsaw books assist the teacher in reporting meaningful learning progress to parents/carers. Achievements are reported to parents/carers throughout each year in children's reports and parent's evenings.

Monitoring and evaluation

The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

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

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

External contributors

External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to the Jigsaw PSHE programme and RSE guidelines. Their input will be carefully planned and monitored so as to fit into and complement the objectives. Our staff will always be present during these sessions and remain responsible for the delivery of the PSHE programme.

Big Talk

Big Talk also visit the school in the Summer term to deliver specialist sessions with a focus on "Growing Up Safe" to both pupils and staff.

"At ages 4 to 8 (UK Reception, School Years 1, 2 & 3) we teach the differences between boys and girls, naming body parts, what areas of the body are private and should not be touched unless the child is happy and gives consent. Using specially designed child friendly resources, at the end of this session they will be able to identify happy situations and those which may be risky (e.g. other children or adults taking improper photographs of them, inappropriate touches, exposure to unsuitable media etc.) plus who they can talk to if they are worried." www.bigtalkeducation.co.uk

The Learning Environment

Establishing a safe, calm, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, children are introduced to and agree to the Jigsaw Charter. These are displayed in all classrooms and are reinforced through every Piece (lesson) and across other lessons where the rules may be pertinent.

The Jigsaw Charter

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

Resources

All Jigsaw resources are collected online through our school portal by teachers. Medium term plans of each Piece are saved on a central server for teachers to access. Any related or recommended books are available in a dedicated area of the curriculum storage area. Each class has a charter displayed in the classroom for reference during lessons across the curriculum.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Involving parents and carers

Enderby Road believe that the support of parents, carers and the wider community are essential for the PSHE curriculum in school. Parents and carers are given the opportunity to find out about and discuss the PSHE programme through the school website. Materials and opportunities available to parents are:

- Parent/carer curriculum meetings
- Parents'/carers' evenings
- PSHE recommended books list
- Jigsaw RSE guide for parents
- LGBT leaflet for parents
- Jigsaw programme information leaflet

Links to other policies and curriculum areas

We recognise the clear link between Jigsaw PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Safeguarding Policy
- e-Safeguarding Policy
- Teaching and Learning Policy
- Equal Opportunities Policy

Training and support for staff

All staff benefit from Jigsaw PSHE training in order to enhance their PSHE delivery skills and subject understanding. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies. The PSHE Subject Lead attends local cluster meetings and further training.

Dissemination

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

Confidentiality and Child Protection/Safeguarding Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the Designated Safeguarding Lead who takes action as laid down in the Safeguarding Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Safeguarding issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

RSHE - Relationships Education, Sex Education and Health Education

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 below. 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.

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:

	Pupils should know...	Jigsaw
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	backgrounds), or make different choices or have different preferences or beliefs R13 practical steps they can take in a range of different contexts to improve or support respectful relationships R14 the conventions of courtesy and manners R15 the importance of self-respect and how this links to their own happiness R16 that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority R17 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive R19 the importance of permission-seeking and giving in relationships with friends, peers and adults	Changing Me Celebrating Difference Being Me in My World
Online relationships	R20 that people sometimes behave differently online, including by pretending to be someone they are not. R21 that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. R24 how information and data is shared and used online.	All of these aspects are covered in lessons within the Puzzles: Relationships Changing Me Celebrating Difference Online safety (Computing curriculum)
Being safe	R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). R26 about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	All of these aspects are covered in lessons within the Puzzles: Relationships Changing Me Celebrating Difference Big Talk visit

	R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. R32 where to get advice e.g. family, school and/or other sources.	
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Jigsaw RSE Content

The grid below shows specific RSE content for each year group:

Age	
4-5	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
5-6	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.
6-7	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); 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; appreciate that some parts of my body are private.

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 below.

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).

Some aspects of Health Education may be covered through alternative programmes to Jigsaw to ensure consistent and fully developed coverage of the outcomes.

Physical health and mental well-being education in Primary schools – DfE Guidance 2019

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.

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

	Pupils should know...	Jigsaw
Mental wellbeing	H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	All of these aspects are covered in lessons within the Puzzles: Healthy Me Relationships Changing Me Celebrating Difference

	H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).	
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	H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	
Internet safety and harms	H11 that for most people the internet is an integral part of life and has many benefits. H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. H14 why social media, some computer games and online gaming, for example, are age restricted. H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	All of these aspects are covered in lessons within the Puzzles: Relationships Healthy Me

	H17 where and how to report concerns and get support with issues online.	
Physical health and fitness	H18 the characteristics and mental and physical benefits of an active lifestyle. H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. H20 the risks associated with an inactive lifestyle (including obesity). H21 how and when to seek support including which adults to speak to in school if they are worried about their health.	All of these aspects are covered in lessons within the Puzzles: Healthy Me
Healthy eating	H22 what constitutes a healthy diet (including understanding calories and other nutritional content). H23 the principles of planning and preparing a range of healthy meals. 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).	All of these aspects are covered in lessons within the Puzzles: Healthy Me
Drugs, alcohol and tobacco	H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	

Health and prevention	H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	All of these aspects are covered in lessons within the Puzzles: Healthy Me
	H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. H31 the facts and science relating to immunisation and vaccination	
Basic first aid	H32 how to make a clear and efficient call to emergency services if necessary. H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.	All of these aspects are covered in lessons within the Puzzles: Healthy Me
Changing adolescent body	H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. H35 about menstrual wellbeing including the key facts about the menstrual cycle.	All of these aspects are covered in lessons within the Puzzles Changing Me Healthy Me

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

Jigsaw's Health Education Content

The grid below shows specific Health Education content for each year group:

Age	
4-5	Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.

5-6	Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.
6-7	Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.

Monitoring and Review

The Curriculum Committee of the governing body monitors the RSHE 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 Committee gives serious consideration to any comments from parents about the Relationships and Sex education programme, and makes a record of all such comments. Governors require the head teacher to keep a written record, giving details of the content and delivery of the RSHE programme that is taught in your school. Governors should scrutinise materials to check they are in accordance with the school's ethos. Parents and carers have the right to see sample materials used within the teaching of RSHE and can do so by prior appointment with a member of staff, or at any open evening the school chooses to hold about this curriculum area. As Jigsaw materials are copyrighted the school is not permitted to put teaching materials on the public facing website, or provide electronic copies of materials to parents and carers at home.

Equalities

The DfE Guidance 2019 (p. 15) states,

“Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics... At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.”

At Enderby Road Infant School and Nursery 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.

Working with parents and carers

The government guidance on Relationships, Sex Education and Health Education (DfE, 2019) emphasises the importance of schools working in partnership with parents and carers. Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, Geography, History,

RE, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSHE. Good communication and opportunities for parents to understand and ask questions about the school's approach can help increase confidence in the curriculum.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSHE-related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

Our school believes that RSHE should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces (lessons) that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. LGBT+ bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

Appendix 1: Jigsaw PSHE 3 -7 Content Overview

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	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
Ages 5-6	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
Ages 6-7	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