



# **TYNDALE PRIMARY SCHOOL**

## **PSHE (PERSONAL, SOCIAL, HEALTH EDUCATION)**

### **INCLUDING RELATIONSHIPS AND HEALTH**

#### **EDUCATION STATUTORY FROM**

##### **SEPTEMBER 2020, AND OUR POSITION**

###### **ON SEX EDUCATION)**

Date Agreed by Governors: March 2024

Review Date: February 2025

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## Purpose

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.
- To ensure that all children, parents/carers, staff and governors are aware of the high expectations that The Greenshaw learning Trust (GLT) and Tyndale Primary have, in terms of teaching PSHE and RSE

## PSHE

At Tyndale Primary School, we teach Personal, Social, 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.

We at Tyndale Primary have chosen to follow the Jigsaw Programme because it offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children’s learning in this vital curriculum area.

The overview of the programme can be seen on the school website.



This also supports the “Personal Development” and “Behaviour and Attitude” aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

## STATUTORY RELATIONSHIPS AND HEALTH EDUCATION

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education... They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”

DfE Guidance p.8

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England... as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

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



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

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, [jigsaw-3-11-and-rshe-overview-map.pdf \(windows.net\)](#), 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.

## SUPPORTING DOCUMENTS / GUIDANCE

Our PSHE policy is informed by existing DfE guidance:

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

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE. [pshe-association-programme-of-study-2020-map.pdf](#)

## WHAT DO WE TEACH WHEN AND WHO TEACHES IT?

### Whole School Approach

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

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

At Tyndale Primary School we allocate 1 assembly and 1 session to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Learning Charter, 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.

Class teachers or Higher-Level Teaching Assistants deliver the weekly lessons to classes.

### Classroom Question and Worry Boxes

Each class in KS1 and KS2 will have a class Question Box. They will be taught how it works and how to use it.

When teaching PSHE it is important to give children a means of asking any questions they may have arising from the material covered during lessons. Having an easily accessible Question Box in the

classroom provides the children with this opportunity and gives them an option to ask their questions privately or anonymously, if they prefer. It also allows adults to have time to prepare responses to any sensitive questions. These boxes also act as a place to share any worries or concerns privately.

## RELATIONSHIPS EDUCATION

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

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

The expected outcomes for each of these elements can be found further on in this policy in the RSHE A guide for Parents and Carers leaflet and on the school website (**see Appendix 1**). The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education (**see the school website**).

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

## HEALTH EDUCATION

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

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

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

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

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

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



## SEX EDUCATION

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools. (p. 23)

Sex Education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

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

We define Sex Education as understanding human reproduction.

We intend to teach this as part of PSHE. As Sex Education is not statutory when taught as PSHE, parents have the right to withdraw their child (**Appendix 2**).

At Tyndale 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 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

The school will inform parents of this right in a Spring Term Curriculum letter before the Changing Me Puzzle is taught. Withdrawal requests must be made in writing to the Headteacher. Students who are withdrawn from Sex Education will be supported by the school with different work to be completed away from, and whilst these lessons are taking place.

If you are considering withdrawing your child from Sex Education lessons please discuss this with your child's teacher in the first instance.

### Assessment

Children at Tyndale will be informally assessed against the lesson objectives at the end of each delivered lesson and future teaching will be adapted to suit the needs of the children in each class. At the end of each term teachers will informally assess children against the end of puzzle (unit) outcomes.

### Monitoring and Review

This policy has been written with consideration of staff voice, parental consultation and governor overview.



The Curriculum 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 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.

We recognise that Parents and Carers are the primary educators of their children and we aim to work in collaboration with families to support the Personal, Social, Health Education including Relationship Education. Therefore, the school will support Parents and Carers by providing a parents meeting as well as offering the opportunity for parents to come in and view resources for their child's year group.

## Equality

### **This policy will inform the school's Equalities Plan.**

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

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please ask a member of staff to see:

'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?' or find this document on the Tyndale Primary School website.



## Protected Characteristics



**RSHE/PSHE Protected Characteristics**  
Teaching children to respect and enjoy difference and diversity

**Diversity is the one true thing we all have in common**

The Tyndale Way

The **Equality Act** came into force from October 2010 providing a modern, single legal framework with clear, streamlined law to more effectively tackle disadvantage and discrimination. It stated that it is against the law (UK) to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation

These are called '**protected characteristics**', and schools have a duty of care to protect all pupils from discrimination or harassment. Jigsaw PSHE helps schools understand and promote these characteristics more fully and in a child-centred way. The Puzzle 'Celebrating Difference' focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normal'; bullying – what it is and what it isn't, including cyber and homophobic bullying – is an important aspect of this Puzzle.

The Relationships Puzzle also has a wide focus, looking at diverse topics such as families, friendships, pets and animals, and love and loss – all of which can help to deliver the vital messages behind the Equalities Act. A vital part of this Puzzle is about safeguarding and keeping children safe: this links to cyber safety and social networking, as well as attraction and assertiveness; children learn how to deal with conflict, their own strengths and self-esteem. They have the chance to explore roles and responsibilities in families, and look at stereotypes. All jigsaw lessons are delivered in an age- and stage-appropriate way so that they meet children's needs and can help them understand the wider world.

We have aligned their jigsaw PSHE lessons to the Equality Act. The grid below shows how particular jigsaw lessons address these themes:

Jigsaw lessons address these themes:

Protected characteristics	What this refers to	Links to Jigsaw
Age	Where this is referred to, it refers to a person belonging to a particular age (for example 32-year olds) or range of ages (for example 18 to 30-year olds).	Celebrating Difference Ages 10-11 Piece 3: Power Struggles Celebrating Difference Ages 5-6 Piece 6: Celebrating Me: Ages 7-8 Piece 5: Gender diversity Ages 8-9 Piece 1: Judging by appearances Ages 10-11 Piece 2: Understanding difference At Tyndale we focus on accepting all people as unique individuals, not on transitioning itself.
Gender reassignment	The process of transitioning from one gender to another.	Celebrating Difference Ages 7-8 Piece 1: Families
Being married or in a civil partnership	Marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).	Celebrating Difference Ages 3-4/4-5 Piece 3: Families Ages 7-8 Piece 1: Families
Being pregnant or on maternity leave	Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.	Celebrating Difference Ages 10-11 Piece 5: Celebrating difference
Disability	A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.	Celebrating Difference Ages 9-10 Piece 2: Racism
Race including colour, nationality, ethnic or national origin	Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.	Celebrating Difference Ages 9-10 Piece 1: Different Cultures
Religion, belief or lack of religion/belief	Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (such as Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.	Celebrating Difference Ages 6-7 Pieces 1&2: Boys and Girls
Sex	A man or a woman.	Changing Me Ages 10-11 Piece 4: Boyfriends and girlfriends
Sexual orientation	Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.	

### PSHE beyond Jigsaw

We strive to ensure that the principles of PSHE underpin all that we do in school. Our school rules and values support our positive learning culture and all staff contribute to maintaining a nurturing and safe environment for our children to come into every day.

We take every opportunity to engage in activities and events that enrich our PSHE curriculum and provide valuable learning experiences for our children.

### Reading Spine

We support children's understanding and promote these characteristics more fully throughout the curriculum and below sets out our reading spine linked to PSHE. There is a focus book each half term to support the theme (from Jigsaw) linked to a protected characteristic. Due to the nature of the topic, the characteristics often link with each other through a given text. The books below encourage positive and guided discussion of the protected characteristics

### Learning Intention

PSHE link	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Reception	To say what I think	To understand similarities and differences. It is ok to like different things.	How do we achieve success and celebrate this	Feeling special and safe	Belonging to a family	Changes since being a baby
Year 1	To share my beliefs and be aware that other people may have different beliefs	Celebrate the differences in everyone	Set goals and identify successes and achievements in ourselves and others	To feel confident in making my own choices using my interests, thoughts and opinions	Celebrate special relationships	Understand growing from young to old
Year 2	To be able to share a belief and know and understand that other people have different beliefs	To be able to celebrate difference and remaining friends	How to achieve realistic goals with perseverance and know learning strengths	To explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes	To discuss different types of families and celebrate all	To know how we grow and change and the cycle of life
Year 3	To be able to use my voice to express opinions, thoughts and interests. Staying positive and resilient	To understand families and their differences	To understand difficult challenges and how to overcome barriers. Identify achieving success	To have respect for myself and others	To develop an awareness of how other children, have different lives	To understand loss and be able to discuss feelings linked to losing someone special
Year 4	To be able to voice my beliefs and opinions and appreciate and respect others' thoughts and opinions	To identify how special and unique everyone is	To explain what it means to be resilient and to have a positive attitude	To celebrate inner strength	To know about different relationships such as boyfriends and girlfriends	To explain some of the choices I might make in the future and some of the choices that I have no control over
Year 5	To share beliefs and know when to be assertive	To understand perceptions of normality and understanding disability	I know how I can make a difference in the world. To recognise achievements in myself and others	To identify and apply skills to keep myself emotionally healthy	To compare different types of friendship / relationships and the feelings associated with them	Coping with change. To explain the feelings I might experience if I lose somebody special.
Year 6	To promote diversity articulately and confidently	To stand up to disability discrimination	To challenge the causes of racism	To stand up to gender discrimination	To recognise my freedom	To consider how my life may change as I grow up

PSHE link	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Reception	<p><b>We Are All Welcome</b> Alexandra Penfold</p>	<p><b>You Be You</b> Linda Kranz</p>	<p><b>My World, Your World</b> Melanie Walsh</p>	<p><b>Dolls and Trucks are for everyone</b> Robb Pearlman and Eda Kaban</p>	<p><b>The Family Book</b> Todd Parr</p>	<p><b>There's a House in My Mum's Arm</b> Giles Andrae</p>
Year 1	<p><b>All About Families</b> Mar Ferrero</p>	<p><b>Just Ask!</b> Sonia Sotomayor</p>	<p><b>Max the Champion</b> Alex Strick</p>	<p><b>Choices</b> Roozeboos</p>	<p><b>Princess Smartypants</b> Babette Cole</p>	<p><b>My Grandpa is Amazing</b> Nick Butterworth</p>
Year 2	<p><b>Welcome to Our World</b> Moira Butterfield</p>	<p><b>The Lost Homework</b> Richard O'Neill</p>	<p><b>Riley Can Be Anything</b> Davina Hamilton</p>	<p><b>Julien is a Mermaid</b> Jessica Love</p>	<p><b>Mamma and Mummy and Me in the Middle</b> Nina Lacour</p>	<p><b>The Heart and the Bottle</b> Oliver Jeffers</p>
Year 3	<p><b>All About Diversity</b> Usborne</p>	<p><b>We Are All Different</b> Tracey Turner and Asa Gilland</p>	<p><b>The Proudest Blue</b> Ibtihal Muhammad</p>	<p><b>Dogs don't do Ballet</b> Anna Kemp</p>	<p><b>King and King</b> Linda de Haan and Stern Nijland</p>	<p><b>Badger's Parting Gift</b> Susan Varley</p>
Year 4	<p><b>My Beautiful Voice</b> Joseph Coelho and Allison Colpoys</p>	<p><b>Just Like Me</b> Louise Gooding and Melissa Iwai</p>	<p><b>What We'll Build</b> Oliver Jeffers</p>	<p><b>Women Who Changed the World</b> Julia Adams and Louise Wright</p>	<p><b>Tango Makes Three</b> Justin Richardson and Lango</p>	<p><b>The Invisible String</b> Patrice Karst</p>

<p><b>Year 5</b></p> <p><b>In You I See</b> Rachel Emily</p> 	<p><b>The Little Person Inside</b> Talon Skeels - Piggins</p> 	<p><b>Hope on the Horizon</b> Onjali Q Rauf ONJALI Q. RAUF</p> 	<p><b>Idia of the Benin Kingdom</b> Ekluwa Aife</p> 	<p><b>Phoenix Goes to School</b> Michelle and Phoenix Finch</p> 	<p><b>Love You Forever</b> Richard Munsch</p> 
<p><b>Year 6</b></p> <p><b>Little People, Big Dreams</b> Treasury Maria Isabel</p> 	<p><b>The Boy Who Made Everyone Laugh</b> Helen Rutter</p> 	<p><b>The Island</b> Armin Greder THE ISLAND</p> 	<p><b>Little People, Big Dreams</b> Treasury Maria Isabel</p> 	<p><b>My Princess Boy</b> Cherry Kilodavis</p> 	<p><b>Dreams of Freedom</b> Amnesty International</p> 

\* Assemblies \* Theme days \* Behaviour Policy \* Vision and Values \* Wider curriculum \* Clubs \* British Values \* Reading a range of authors and genres \* Curriculum subjects \* School council, Eco Council \* Charity work \* Links with the local community \* Trips and educational visits

**Embedding Protected Characteristics into Tyndale**



## Communication with parents / carers

Each term families will receive an email sharing a knowledge organiser of the upcoming term's PSHE lessons for their child's year groups.

In addition to this, an RSE summer newsletter will be shared at the end of the Spring 2 term, detailing the 'Relationships' and 'Changing Me' lessons that are statutory and those that parents are able to withdraw their children from.

In Term 5 (Summer 1), each class offers a parent drop in session where resources from the 'Changing Me' puzzle can be viewed. Alongside this, the PSHE/RSE lead offers a whole school meeting to openly discuss the 'Changing Me' puzzle for all year groups and answer any questions.

At any time throughout the academic year, parents can make an appointment to meet with the PSHE/RSE lead through the office.

## Policy Review

This policy is reviewed annually.

	Signed Headteacher	Signed Chair of Governors
Date of review:	March 2024	
Date of next review:	March 2025	

## Appendix 1



**Jigsaw!**<sup>®</sup>

The mindful approach to PSHE

**Relationships Education,  
Health Education and Sex Education  
in the Primary School**

How does Jigsaw, the mindful approach to PSHE  
(ages 3-11) approach these subjects?  
Information for parents and carers



[www.jigsawpshe.com](http://www.jigsawpshe.com)

**Jigsaw, the mindful approach to PSHE (Personal, Social, Health Education)** is a teaching and learning programme which includes the statutory RSHE (Relationships Education, Sex Education and Health Education) and has a strong focus on emotional and mental health and wellbeing.

Jigsaw believes that this work is vital to support children's development and to underpin their learning capacity, and that it is most effective when parents and carers work in partnership with the school.

We, like schools and parents, want children to be safe, healthy and happy.

Schools will be respectful of the faith, beliefs and contexts of children's families, engaging with parents and carers. Children's safety and wellbeing is paramount and schools must fulfil their statutory duties.

### **What are the aims of Relationships Education, Sex Education and Health Education in the primary school?**

The opening paragraph of the Department for Education guidance states:

"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."

*(DfE, 2019, Relationships Education, Relationships and Sex Education and Health Education)*

### **What must primary schools teach in Relationships Education, Health Education and Sex Education?**

From September 2020, Relationships and Health Education are compulsory in all primary schools in England. For primary aged children this includes curriculum content under two headings (DfE 2019):

#### **Relationships Education**

Families and people who care for me

Caring Friendships

Respectful Relationships

Online Relationships

Being safe

#### **Health Education**

Mental wellbeing

Internet safety and harms

Physical health and fitness

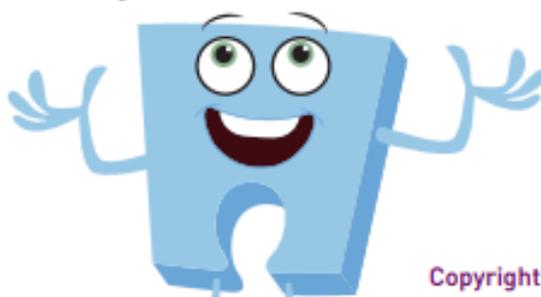
Healthy Eating

Drugs, alcohol and tobacco

Health and prevention

Basic first aid

**Changing adolescent body**



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This DfE guidance clearly states the statutory requirements, i.e. what children **MUST** be taught by the end of primary school. Health Education includes learning about 'the changing adolescent body' to equip children to understand and cope with puberty.

The **National Curriculum for Science** (also a compulsory subject), includes learning the correct names for the main external body parts, learning about the human body as it grows from birth to old age and reproduction in some plants and animals. (which could include human beings).

So, Relationships Education, Health Education and Science are compulsory subjects and parents/carers do **NOT** have the right to withdraw their children from these subjects.

It is up to primary schools to determine what is meant by 'Sex Education'. At primary school age, it is usually agreed to mean 'human reproduction', and can be taught within Science.

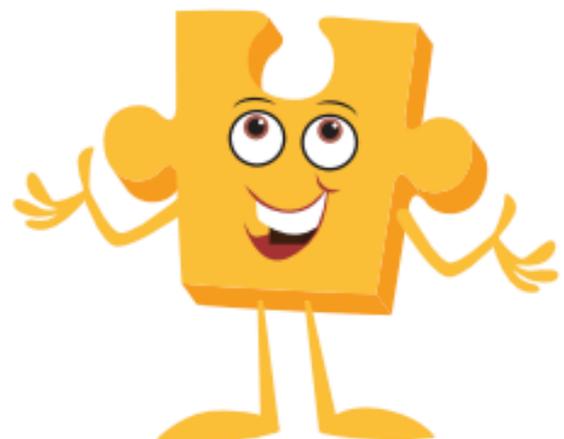
If, however, it is taught within PSHE/RSHE parents have the right to request their child is withdrawn from these specific lessons.

The DfE recommends, 'that all primary schools should have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils.'

The school will share its position on teaching Sex Education with parents/carers through its policy, and if relevant will make clear which lessons they can request their child is withdrawn from, i.e. which lessons constitute this additional Sex Education, if any.

The Jigsaw PSHE Programme includes lessons on ALL aspects of compulsory Relationships and Health Education, designed in a sensitive, spiral, age-appropriate curriculum. It also has a few lessons on human reproduction in Key Stage 2 to ensure children know the accurate facts concerning this before going to secondary school, and to ensure children understand why the body changes in adolescence. Schools using Jigsaw decide on whether to use these lessons in their RSHE Programme, to cover this subject matter in NC Science or not to include them for their children, and this will be reflected in the policy.

At Jigsaw, we believe this work is an important part of safeguarding children, as knowledge empowers them, helping them to stay safe and cope with puberty understanding why their bodies will change.



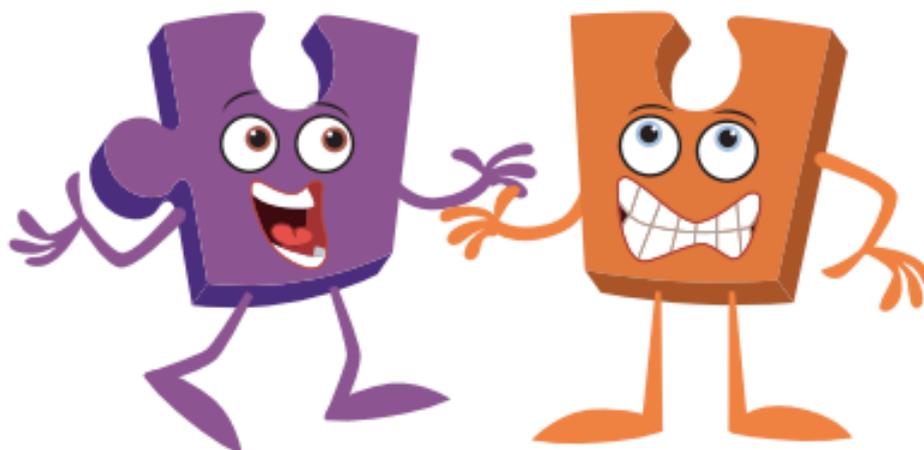
## Why is this RSHE curriculum needed?

There are four main aims for teaching RSE within the context of Primary School PSHE (Personal, Social, Health Education):

- More than ever before, children are exposed to representations of sex and sexuality through the social culture around them. The unregulated content on the internet or social media, can mean children may be exposed to dangerous, confusing or scary content. We can prepare them for this by presenting a balanced view of positive healthy relationships to help them to be discerning and to stay safe.
- There is much independent research showing most parents and carers value the support of schools in providing Relationship and Sex Education for their children. Parents and schools want children to be safe and happy.
- A range of independent research consistently shows that effective Relationship Education delays first sexual experience and reduces risk-taking in young people.
- Surveys of children and young people, as well as Ofsted, have repeatedly said that Relationship and Sex Education tends to be "too little, too late and too biological". This is one of the many reasons why the Department for Education is making Relationships and Health Education compulsory in primary schools from September 2020, with an emphasis on Relationships Education.

## If you have any questions...

- Talk to your child's teacher, the head teacher, or the teacher in charge of PSHE. Often, when parents and carers find out what is in the curriculum, their fears are allayed as they can appreciate it is in the best interests of their child's lifelong learning and safeguarding.



## What about LGBT+ issues?

There has been much mis-information in the media about how LGBT+ issues are to be taught within the Relationships, Health and Sex Education curriculum in primary schools. Jigsaw has produced a separate leaflet explaining its approach to this. Your child's school can make this available to you on request.

Jigsaw firmly stands by its position that EVERY child is valued and special.

## More about Jigsaw, the mindful approach to PSHE?

**Jigsaw PSHE** is a comprehensive and completely original Scheme of Work (lesson plans) for the whole primary school. The Jigsaw teaching materials integrate Personal, Social, Health Education (PSHE), emotional literacy, social skills, mindfulness, and spiritual development in a whole-school approach. The expectations of the DfE Relationships and Health Education guidance are woven throughout Jigsaw but specifically covered in the Relationships and Healthy Me Puzzles (units), with puberty and human reproduction being taught in the Changing Me Puzzle.

The Jigsaw PSHE lessons aim to give children their entitlement to information about relationships, puberty and human reproduction, appropriate to their ages and stages of development. This work is treated in a matter-of-fact and sensitive manner and helps children to cope with change, including puberty, and to learn about healthy relationships.

There are six Puzzles (units):

Being me in My World

Celebrating Difference

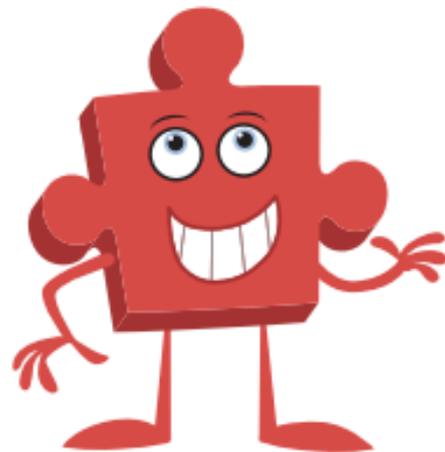
Dreams and Goals

Healthy Me

Relationships

Changing Me,

each with six lessons.



These are sequenced from the beginning to the end of the school year. The Relationships and Changing Me Puzzles are taught in the Summer Term.

## What will my child actually be taught about puberty and human reproduction?

Jigsaw's 'Changing Me' unit is taught over a period of 6 weeks, usually in the second half of the summer term. Each year group will be taught appropriate to their age and developmental stage, building on the previous years' learning. Please note: at no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home. The question will not be answered to the child or class if it is outside the remit of that year group's programme.

The Changing Me Puzzle is all about coping positively with change and includes:

**Ages 3-5** Growing up: how we have changed since we were babies.

**Ages 5-6** Boys' and girls' bodies; correct names for body parts.

**Ages 6-7** Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is).

**Ages 7-8** How babies grow and how boys' and girls' bodies change as they grow older. Introduction to puberty and menstruation.

**Ages 8-9** Internal and external reproductive body parts. Recap about puberty and menstruation. Conception explained in simple terms.

**Ages 9-10** Puberty for boys and girls in more detail including the social and emotional aspects of becoming an adolescent. Conception explained in simple biological terms.

**Ages 10-11** Puberty for boys and girls revisited. Understanding conception to the birth of a baby. Becoming a teenager.

All lessons are taught using correct terminology, child-friendly language and diagrams.



## **How can I talk to my child about relationships, puberty and human reproduction?**

What children learn at school is only part of the curriculum, and children can continue to learn from you at home. For some parents/carers, it can feel totally natural to discuss relationships, puberty and human reproduction with their child, while for others it can seem uncomfortable. Either way, it is important to remember these key points:

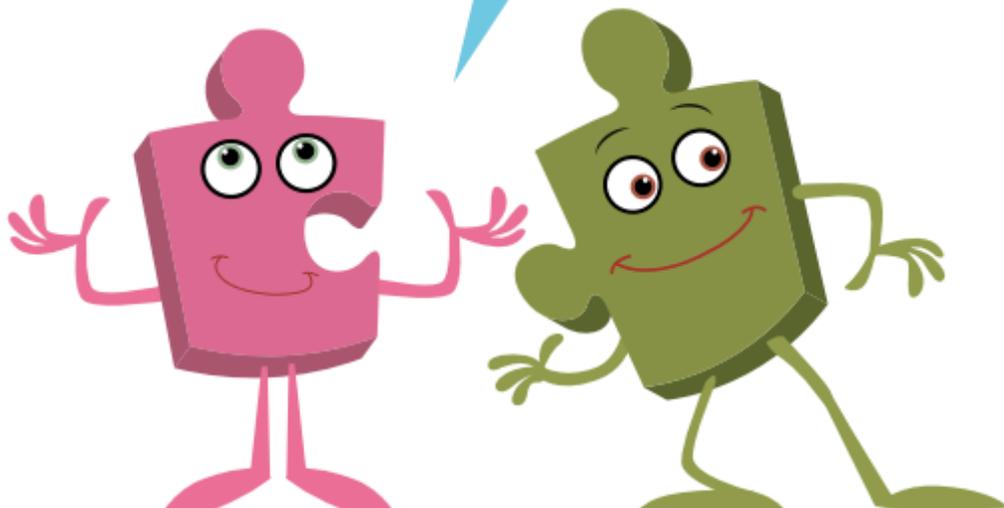
- We all want children to be safe, healthy and happy.
- We need to consider their needs and the world they inhabit.
- We need to normalise talking about relationships, puberty and human reproduction to ensure children feel they can talk to parents/carers about any concerns or worries they may have.
- We may need to challenge our own ways of thinking about how we feel about relationships and sex education.
- We have choices. We can avoid talking about relationships and puberty or we can communicate openly and honestly with children.

### **Here are some tips for talking to your child:**

- Be honest. If you don't know the answer to a question, be honest and say so. Tell your child that you will need to find out and that you will get back to them with more soon.
- Remember that children are curious and want to know and understand. We tend to place our adult perspective on children's questions and comments, when actually a child just wants (and needs) a very simple, age-appropriate, matter-of-fact answer. This answer will not involve an 'adult' understanding of a topic – it needs to be at a child's level, with opportunity given for the child to be able to ask further questions if needed. Give yourself time to respond by asking something like, "What do you think that means?" or "Why do you ask?"
- Keep lines of communication open. Having an open and honest relationship with your child can really help make conversations easier, so make sure that you are always willing to talk when your child needs you; if you can't, explain why and find another time when it is more mutually convenient.
- Use correct terminology. It helps that children aren't confused by hints, euphemisms and innuendo; use correct terminology whenever you can, especially for body parts. This is hugely important for safeguarding too.

- Respond to what children say they need. Bear in mind that children's lives today are very different from even five years ago. Therefore, the education they receive needs to reflect this. Research shows us that children want and need to understand relationships, puberty and human reproduction, and want to be able to talk with parents/carers about this when they have had lessons at school. We may feel that they know too much, when actually ignorance is the enemy of innocence.
- Answer questions and don't be afraid to say, 'I really don't know – let's work it out or look it up together'. Have a phrase for awkward moments, such as, 'That's a good question, and let's talk about it once we get home'.
- Always respond. If you don't, they may think it is wrong to talk to you about relationships, puberty or human reproduction and as a result you may find your child clams up when you want to raise the subject, now or in the future.
- If it all feels too personal, try talking about people in books, films and favourite television programmes.
- Enjoy it. Laugh with each other!
- Work in partnership with the school.

We hope you found this information helpful.  
If you would like to know more about  
Jigsaw PSHE ask your child's school or  
visit the Jigsaw website  
[www.jigsawpshe.com](http://www.jigsawpshe.com)





## Appendix 2

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

## Appendix 3



### Relationships Education in Primary schools (Appendix) – DfE Guidance 2019

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

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

	Pupils should know...	How Jigsaw provides the solution
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>R1 that families are important for children growing up because they can give love, security and stability.</li> <li>R2 the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>R3 that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>R4 that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</li> <li>R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Relationships</li> <li>Changing Me</li> <li>Celebrating Difference</li> <li>Being Me in My World</li> </ul>
<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>R7 how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</li> <li>R10 that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Being Me in My World</li> <li>Celebrating Difference</li> <li>Relationships</li> </ul>

<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>● R12 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>● R13 practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● R14 the conventions of courtesy and manners</li> <li>● R15 the importance of self-respect and how this links to their own happiness</li> <li>● R16 that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>● R17 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>● R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>● R19 the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>● Being Me in My World</li> <li>● Celebrating Difference</li> <li>● Dreams and Goals</li> <li>● Healthy Me</li> <li>● Relationships</li> <li>● Changing Me</li> </ul>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>● R20 that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>● R21 that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>● R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>● R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>● R24 how information and data is shared and used online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>● Relationships</li> <li>● Changing Me</li> <li>● Celebrating Difference</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>● R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>● R26 about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>● R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>● R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>● R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>● R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>● R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>● R32 where to get advice e.g. family, school and/or other sources.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>● Relationships</li> <li>● Changing Me</li> <li>● Celebrating Difference</li> </ul>

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

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

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>● H1 that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>● H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>● H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>● H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>● H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>● H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>● H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>● H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>● H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).</li> <li>● H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>● Healthy Me</li> <li>● Relationships</li> <li>● Changing Me</li> <li>● Celebrating Difference</li> </ul>

<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• H11 that for most people the internet is an integral part of life and has many benefits.</li> <li>• H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• H13 how to consider the effect of their online actions on others and <u>knowhow</u> to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• H14 why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• H17 where and how to report concerns and get support with issues online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy Me</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• H18 the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• H20 the risks associated with an inactive lifestyle (including obesity).</li> <li>• H21 how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• H22 what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• H23 the principles of planning and preparing a range of healthy meals.</li> <li>• H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>• H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• H31 the facts and science relating to immunisation and vaccination</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• H32 how to make a clear and efficient call to emergency services if necessary.</li> <li>• H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• H35 about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Changing Me</li> <li>• Healthy Me</li> </ul>