



PSHE (Personal, Social, Health Education) and RSE Policy

This policy should be read in conjunction with the following school policies: Anti-bullying Policy, Special Educational Needs and Disability Policy, Behaviour and Relationships Policy, Safeguarding Policy and the Equality Policy.

Name of school	Pitmaston Primary School
Date of policy	March 2024
Review date	March 2026

Context

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.

PSHE

At Pitmaston we equip our pupils with the knowledge and skills to become healthy, independent and responsible members of society as well as developing the “whole child” intellectually, morally, socially and spiritually. It is our intention for pupils to use this knowledge to make informed decisions about their well-being, health and relationships and to build their self-efficacy. In PSHE pupils have the opportunity to put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and real life scenarios.

Our ambitious, high quality and progressive curriculum starts in the Early Years and develops children’s substantive knowledge alongside disciplinary knowledge. Careful sequencing of PSHE units ensures clear progression so that children are building on their prior knowledge, skills and experiences in an age appropriate way.

Equality and Protected Characteristics are threaded throughout our whole school curriculum but the PSHE curriculum is one of the multi-faceted ways that we teach this aspect. Through teaching, modelling and challenging we demonstrate that no form of discrimination is tolerated and that pupils show respect for those who share the protected characteristics.

British Values are actively promoted throughout the PSHE curriculum to ensure young people leave school prepared for life in modern Britain. Children are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is 'right' and 'wrong', all people living in the UK are subject to its law.

At Pitmaston we use the Jigsaw Programme which offers a comprehensive, carefully thought-through scheme of work which ensures consistency and progression to children's learning. This scheme is enhanced with contextual information linked to our local area, prevalent ACES (Adverse Childhood Experiences) and safeguarding aspects to ensure we are compliant with Keeping Children Safe in Education. The overview of the programme can be seen on the school website.

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

Here, at Pitmaston 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. 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.

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))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

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. At Pitmaston one PSHE lesson is taught each week by the class teacher.

Term	Puzzle (Unit)	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

In addition to the PSHE curriculum detailed in Appendix 1, we include lessons on Water Safety in Year 4, Fire and Fireworks in Year 5 and Female Genital Mutilation in Years 2 and 6. This ensures we fulfil the expectations within the document Keeping Children Safe in 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'. Parents were consulted on the Relationships Education Policy and curriculum in March 2020.

The expected outcomes for each of these elements can be found further on in this policy in Appendix 1. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

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

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 well-being', '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 in Appendix 1. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the 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)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Vulnerable pupils and those with Special Education Needs

At Pitmaston we recognise the importance of high quality teaching that is adapted and personalised to meet the needs of all pupils, including those with SEND. When planning RSE for pupils with

additional needs (including those with an EHCP) we consider the following four key areas of learning (as recommended by the National Children's Bureau):

- Personal care and hygiene
- Relationships and sex education
- Appropriate behaviour, including addressing sexualised behaviour
- Safeguarding

The curriculum and topics taught will be similar to the content delivered to all pupils, however the pace and detail of topics may be different and more personalised to the individual pupil. In order to further support children with SEND, we offer pre-teach sessions that review previous learning ahead of the new unit of work.

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

At Pitmaston 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)

Full information of coverage in each year group can be found in Appendix 2.

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

Parents do not have the right to withdraw their children from relationships education.

Parents do not have the right to withdraw their children from the Science curriculum.

Parents do have the right to withdraw their children from the non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher. The Headteacher will promote all children receiving sex education, as recommended by the DfE, from a trained and knowledgeable teacher. This ensures children are not misinformed by their peers.

Monitoring and Review

The Governing Body's Curriculum Committee monitors this policy on an annual basis. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSE) 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.

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 Pitmaston 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 see:

‘Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?’ See Appendix 4

Policy Review

This policy is reviewed annually.

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

Jigsaw PSHE documents needed to be read in line with this policy:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document) Appendix 1
- Jigsaw 3-11 Content Overview Appendix 2
- Parental request to withdraw child from sex education lessons Appendix 3
- Including and valuing all children. What does Jigsaw teach about LGBTQ relationships? Appendix 4



Appendix 1

Relationships Education in Primary schools – DfE Guidance 2019

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

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

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<ul style="list-style-type: none"> • R1 that families are important for children growing up because they can give love, security and stability. • 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. • 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. • 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. • 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). • 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 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World

Caring friendships	<ul style="list-style-type: none"> • R7 how important friendships are in making us feel happy and secure, and how people choose and make friends • R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded • 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 • 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 	<ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World
Respectful relationships	<ul style="list-style-type: none"> • 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 • 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 	<ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World
Online relationships	<ul style="list-style-type: none"> • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me

	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Celebrating Difference
Being safe	<ul style="list-style-type: none"> • 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. • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference

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

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

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	<ul style="list-style-type: none">• 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.• 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).	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none">• Healthy Me• Relationships• Changing Me• Celebrating Difference

	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. • H17 where and how to report concerns and get support with issues online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me
Physical health and fitness	<ul style="list-style-type: none"> • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Healthy eating	<ul style="list-style-type: none"> • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p>

	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • Healthy Me
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 	<ul style="list-style-type: none"> • Healthy Me
Health and prevention	<ul style="list-style-type: none"> • 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. • 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 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Basic first aid	<ul style="list-style-type: none"> • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Changing adolescent body	<ul style="list-style-type: none"> • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Changing Me • Healthy Me

Appendix 2:

Jigsaw PSHE 3 -11/12 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
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

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Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education



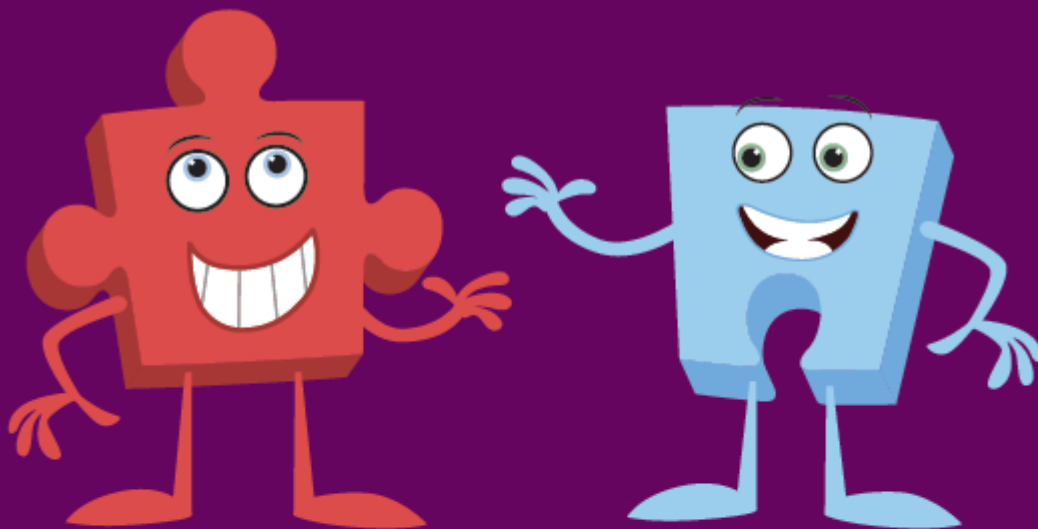
Appendix 3: Parent form: withdrawal from sex education within RSE TO BE COMPLETED BY PARENTS

Name of child	
Class	
Name of parent	
Date	
Any Reason for withdrawing from sex education within relationships and sex education	
other information you would like the school to consider	
Parent signature	
TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Signed:	
Date:	



Including and valuing ALL children

What does Jigsaw teach about LGBTQ relationships?



www.jigsawpshe.com | +44 (0)1202 377192

Jigsaw, the mindful approach to PSHE, is a curriculum resource for Personal, Social and Health Education (PSHE) written as an easy to use lesson-a-week programme for pupils aged from 3-16. This information leaflet has been written to provide you, as parents and carers, with information about the LGBTQ content of the Jigsaw materials, and how they support your child's school to meet its statutory obligations. If you require further information about Jigsaw, please do approach your school who will be happy to discuss the programme with you.

Why include teaching about LGBTQ (Lesbian, Gay, Bisexual, Transgender, Questioning) issues in Jigsaw?

1) Ensuring all children feel included

School (and wider society) is a place where all children should feel safe and respected. There are a variety of family situations in British society; some children will have parents who are separated, some may live with a mum and a dad, some may have step-parents, and some may be fostered or adopted. Some may have other family arrangements; and some will have LGBTQ parents or other LGBTQ family members. Any child who lives in a family that is different from the stereotypical household of mum, dad, and children should not be made to feel less accepted, or that their family is any less loving and caring. Teachers would, of course, not set out to do this. However, if the only model of family life that is included in curriculum resources is that of mum, dad and children, what are the 'hidden messages' for children with families who sit outside of this pattern? *Is my family not right or acceptable? Am I not acceptable? Should I not talk about my family? Will people pick on me because my family is 'different'?* Children who feel unaccepted or isolated are more vulnerable to the effects of mental and emotional stigma and potentially less able to apply themselves to learning. The Jigsaw philosophy values every child as a unique human being and does not discriminate but supports them all to achieve the best they can be.

Jigsaw's lessons help children explore why a loving and caring family is important. They have been written so that no child is made to feel inadequate or unaccepted, whatever their family background.

2) Children may already be aware that some people are LGBTQ, or could be using vocabulary such as 'gay' to insult others.

Children will have heard, or will come to hear, some words such as 'gay' or 'transgender'. They may know some LGBTQ people, or have seen them portrayed in movies, television programmes, TV adverts and on social media. As a result, children may have questions or have misunderstandings about what these terms mean. Jigsaw lessons help by giving age-appropriate information, or assisting teachers to clarify children's questions age-appropriately. (See later).

Jigsaw also teaches children that **any word** used as an insult is hurtful and unkind. Within some of these lessons, children may raise homophobic or transphobic words they know or have used themselves. This affords teachers an opportunity to explain that using these words, in this way, is unacceptable. We are teaching children that respect and kindness are important values.

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3) Teaching children to accept difference and to foster good relationships with others

Jigsaw does not 'promote' LGBTQ lifestyles. However, it does raise children's awareness that some people in society are LGBTQ. This is not done in isolation. When discussing similarity and difference in Jigsaw lessons, children learn about a whole range of differences, such as difference in physical appearance and personality, likes and dislikes, and that people can have differences of opinion. This helps them to understand that we are all unique human beings. Within the context of these lessons they will also be introduced to different cultures and ethnicities, people with different religions and beliefs, and about people with disability or special needs. They will also be aware that some people are LGBTQ.

When discussing any differences between people, Jigsaw helps teach children to form opinions about others based on whether they are kind, law-abiding, respectful, trustworthy, and responsible people, rather than judging them on appearance or whether a particular aspect of their lifestyle is different to their own. Children also learn about discrimination and prejudice including racism, sexism, and ageism.

The Jigsaw Puzzle (unit), 'Celebrating Difference' helps children to understand that difference does not need to be feared but can be a source of celebration. This supports schools with their obligation to align with the Equality Act 2010.

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

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

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

The requirement to develop children's spiritual, moral, social and cultural understanding is set out in the Education Act (2002). In 2014, additional guidance was published for schools with regards to teaching British values. Guidance states that schools should promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance, and makes it clear that children should learn about discrimination and how to combat it. As previously discussed, Jigsaw lessons, particularly in the Celebrating Difference units of work, include teaching children about acceptance, empathy, prejudice and discrimination, and the rights and responsibilities they have as UK and global citizens. A school's SMSC education is an important part of the Ofsted inspection framework.



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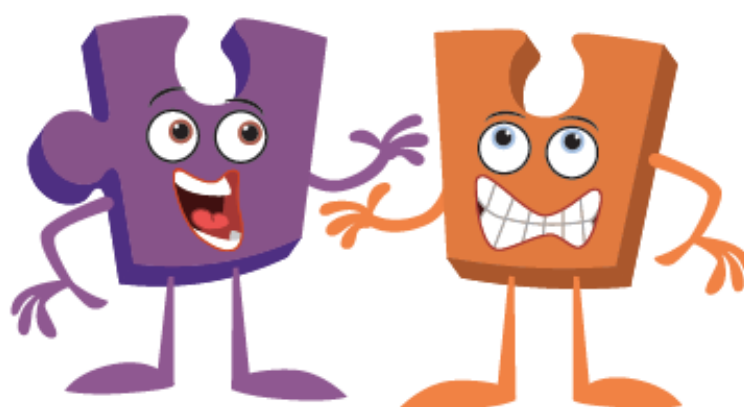
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6) Schools have a legal obligation to safeguard their pupils

In England, new legally-binding safeguarding guidance was released to schools in September 2018. This establishes that schools must protect all children from physical and emotional abuse including bullying on and off line and abuse that could happen from an adult or from other children. Teaching children to accept there are a whole range of differences in people, helps combat stigma, discrimination and bullying. Children also need to be taught how to access help if they are involved in a bullying, or abusive situation. Jigsaw's lessons, particularly in the Celebrating Difference and Relationships units of work, teach children why bullying can happen and why it is unfair, how to recognise a bullying/ abusive situation and how to get help. Within this work children discuss a wide range of reasons why some people are bullied, or become bullies, and this includes some discussion around name-calling which includes the inappropriate use of words such as 'gay' and 'lesbian' as an insult towards another person. Anti-bullying guidance issued to schools in 2016 makes it clear that any bullying work should include teaching children why inappropriate use of these words is wrong and homophobic.

7) Statutory Relationships and Health Education in England

The Department for Education has already passed legislation to include mandatory Relationships and Health Education in the National Curriculum for primary schools from September 2020. New school guidance was ratified in March 2019 and sets out to schools what they are expected to teach. Primary children will learn that not all families are the same and to respect these differences. They will also learn about bullying and how to treat others with respect, whether this is within their immediate relationships, or in the wider community. The guidance also states that when learning about different families, care should be taken to avoid stigmatisation of children based on their home circumstances. It also reaffirms the duty for schools to comply with the Equality Act, where sexual orientation and gender-reassignment are two of the nine protected characteristics. The Relationships and Health Education guidance does not suggest a specific age when LGBTQ should be brought into the curriculum, but there is an expectation for it to be included in a sensitive and age-appropriate manner. Schools using Jigsaw will be compliant with these new regulations.



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What exactly does Jigsaw teach about LGBTQ issues and is it age-appropriate?

- **How much LGBTQ teaching is there in Jigsaw?**

It is firstly important to understand that any reference to adult relationships, whether LGBTQ or heterosexual people is NOT describing sexual activity as this would be inappropriate. Relationships lessons focus on respect and regard between people e.g. friendships and families.

In upper Key Stage 2 the Changing Me Unit age-appropriately explains puberty and the biology of human reproduction.

Jigsaw is a complete scheme of work for Personal, Social, Health Education (PSHE) covering the entire PSHE curriculum for primary children aged 4-11. **Only a very small number of these lessons in the entire scheme have any focus upon LGBTQ issues.**

Jigsaw's philosophy is about inclusion and valuing all children.

- **What LGBTQ material is taught in lower primary (infants)?**

LGBTQ is not mentioned specifically in lessons for children aged 4-7. However, in lessons that explore differences in families, pictorial resources such as those below are used as a discussion focus. Questions such as; 'Which photos show a family?' 'What is important about a family?' and 'What does your family mean to you?' help children understand about their own and other's families and how a family is founded in love and respect. Should children raise the question about pictures that show a same-gender couple, Jigsaw's teacher notes suggest this is explained to children in the following way: *'Some children have two mummies or two daddies.'* Teachers are not expected to go beyond this response, or give more detail, as that would not be age-appropriate. However, this does acknowledge and include any children who have LGBTQ people as part of their family.



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- **What LGBTQ content is discussed for children aged 7-11?**

In materials for 7-11-year olds, some lessons about bullying provide opportunities for teachers to discuss and correct homophobic language the children may be using, such as the inappropriate use of the words 'gay' and 'lesbian', or the use of slang words that are LGBTQ-phobic. In the same lessons they will also be exploring racist and sexist language, or insulting language that is used about a person's physical appearance, their abilities, or whether they have special needs. In these lessons, teachers explain that any insult is unkind and hurtful. Teachers explain that being gay is a type of adult relationship where two men or two women love each other in a romantic way, and if they choose, they can get married. Teachers are not expected to go beyond this definition and give more detail. It is simply explaining what being gay means and that the word 'gay' (or other LGBTQ-related words) should not be used in an insulting or derogatory way.

In Jigsaw's Relationships and Changing Me lessons for pupils aged 7-11 that cover relationships, puberty, growing-up and how a baby is made, children are given opportunities to ask questions if there is something they don't understand. LGBTQ relationships or being LGBTQ are not explicitly discussed in the lessons, unless questions are raised about it. In which case, Jigsaw's teacher notes give possible age-appropriate ways for teachers to answer these questions. Some examples are below:

Q) What is being gay?

A) Being gay is when a man loves/ fancies another man in a romantic way, or a woman loves/fancies a woman. They may go out together as boyfriend and boyfriend, or girlfriend and girlfriend, or in time they may choose to get married.

Q) How does someone know they are gay?

A) A person usually knows they are gay or not when they are an adult and have finished going through puberty.

Q) How do gay people make a baby?

A) Gay couples can't make a baby themselves because a baby needs both a woman's ovum and a man's sperm to be made. Some gay people choose to adopt children. Some might get help from a doctor/science (e.g. IVF) to make a baby, in the same way that male/female couples do whose bodies can't have children. (If children push for more detail, teachers are advised to say they will learn more about different ways to make a baby in secondary school, and not to expand beyond the example answer).

Q) How do gay people have sex?

A) Gay people have sex in lots of different ways which is just the same as for couples who are male and female (straight/heterosexual). Sex is a special and private part of an adult relationship. (If children push for more detail, teachers are advised to say that in primary school lessons will focus on growing up, puberty and how babies are made, and they will learn more about LGBTQ relationships in secondary school and not to expand beyond the example answer).

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Being Transgender

In one lesson for 10-11-year olds, children are introduced to the word 'transgender' so they understand what it means. This lesson has a focus on prejudice and discrimination where a transgender example is used. The Equality Act is also explained in an age-appropriate way. Being transgender is discussed in the following terms:

Most people are not transgender. A transgender person doesn't feel their body matches with their gender. Let me explain...a person who was born with a male body may feel they are a female, and a person born with a female body may feel they are a male. There can be all sorts of reasons why this happens. Some transgender people choose to change their appearance or body so their gender matches with how they feel. This is called transitioning. Not all transgender people choose to do this though. (If children want more detail, teachers are advised to explain they will learn more about transgender people in secondary school and they should return to the focus of the lesson which is about prejudice and discrimination).

Jigsaw's decision to include this lesson was partly prompted by requests from schools who have pupils of primary age that have been identified as transgender, or are undergoing transition. Primary schools with a transgender pupil needed a lesson to help the rest of the class understand and empathise with their trans classmate. Jigsaw's decision was to include this lesson as a matter of course within the Year 6 (Age 10 -11) materials so children understand what being transgender means, in line with the Equality Act. But, if a school needed to use the lesson in earlier years (because they have a trans pupil in a specific class), they are free to do so and should adapt the lesson accordingly for the appropriate age group.

This lesson does not promote transgenderism as a preferred lifestyle. It simply explains what being transgender is, and how some people who are trans face unfair prejudice and discrimination, in the same way that other people do e.g. through racism, ageism, sexism and prejudice against people who are disabled.



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What Jigsaw doesn't do

- Jigsaw does not teach or encourage children to be LGBTQ
- Jigsaw does not teach what LGBTQ people do sexually or how their relationships function
- Jigsaw does not promote LGBTQ lifestyles as a preferential way of living
- Jigsaw's advice about answering children's questions age-appropriately does not sexualise children, destroy their innocence, or encourage them to experiment. There is more properly researched peer-reviewed evidence that supports this claim, than not.
- Jigsaw materials do not undermine 'family values'.

What Jigsaw does do

- Jigsaw teaches children to be kind, understanding and respectful of others even if they are perceived as different
- Jigsaw teaches children that people have rights but there are also responsibilities that go with these
- Jigsaw teaches children that there are laws to protect them and others from being hurt or abused and helps protect them from bullying
- Jigsaw helps clarify (age -appropriately) questions that children may have about the world

Parental right to withdraw

Up until September 2020, when statutory Relationships and Health Education becomes law in England, parents and carers have the right to withdraw from Relationships and Sex Education in primary schools, apart from elements that are included with the school's science curriculum.

This parental right changes in September 2020 when parents will not be able to withdraw from Relationships and Health Education, and this includes lessons on puberty, prejudice and discrimination, bullying, difference and diversity and different families, including the content discussed in this leaflet.

The Education Secretary, the Rt Hon Damian Hinds, who has been instrumental in bringing this new legislation forward understands the needs to consult with parents. He is also putting trust in schools to do what is right for children and young people. He has also expressed how vital it is that children do not miss out on this aspect of education...

"...consultation does not provide a parental veto on curriculum content. We want schools to consult parents, listen to their views, and make reasonable decisions about how to proceed (including through consideration of school's wider duties)—and we (the DfE) will support schools in this. We trust school leaders and teachers to make the right professional choices....children should feel included and should grow up understanding the value and importance of kindness and respect for others and themselves..."

Rt Hon Damian Hinds 10th April 2019

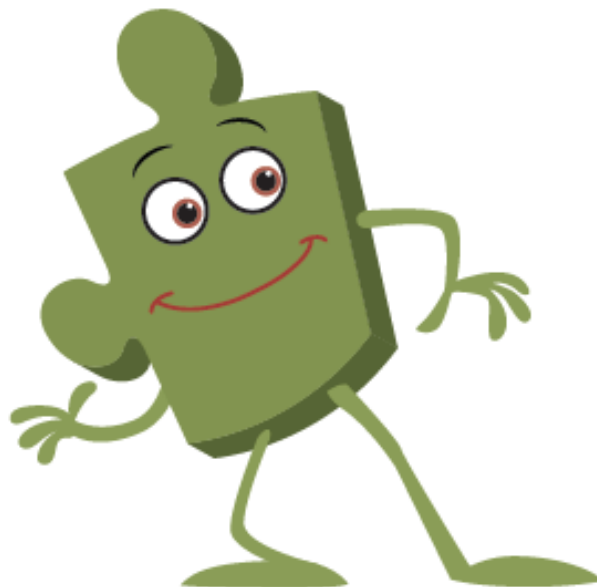
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Within the new DfE guidance and legislation for Relationships and Health Education, schools are actively encouraged to be open and honest with parents and carers about their intended Relationships and Health Education curriculum, and the resources they will be using. This is the reason why Jigsaw has produced this leaflet (and also one on Relationships and Sex Education) so that schools can share curriculum content with parents and carers.

Please contact your school if you require further information about the Jigsaw resources.

We, at Jigsaw, hope this leaflet explains the boundaries of the lessons that include LGBTQ, and that you will feel reassured that the materials in Jigsaw are sensitive and age -appropriate.



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