

Bretherton Endowed C of E Primary School



PSHE (Personal, Social, Health Education) Policy

(including Relationships and Health Education statutory from September 2020, and our position on Sex Education)

Walking in the footsteps of Jesus with our Christian family, we learn, grow, achieve and flourish together in God's love.

Date written- April 2025.

Written by: Sarah Allchurch

Agreed by: Governing Body

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.

Intent

At Bretherton Endowed C of E Primary School, our Personal, Social, Health Education permeates the whole curriculum and is intrinsically linked to our Christian values and Gospel teachings. We consider PSHE to be a vital ingredient to every child's success and happiness. We believe it can really improve each child's capacity to learn and remove barriers to learning. Personal, Social, Health and relationship education at Bretherton is planned to develop character through fostering a sense of pride at belonging to our school family, our community and as a citizen of the UK and the world.

This is taught through the Jigsaw Programme as well as through other areas- for example pupil voice groups, worship and assemblies, volunteering, charity work, community involvement, trips and visitors and careers and financial education.

We primarily use the Jigsaw Programme as 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. We have supplemented the Jigsaw scheme of work with other resources that we feel enhance our educational offer, such as, Growth Mindset, the Confident Me and Confident Mini supporting mental health and wellbeing; the NSPCC for the Speak Out Stay Safe/ Pants rule, First Aid, Lancashire Mind- resilience programme and Fire and Road safety.

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, charities and volunteering, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

In addition to Jigsaw, we ensure particular cohorts and children’s needs are met by including outside professional agencies and other specific lessons.

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 Bretherton Endowed C of E 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, 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.

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).

It is also aligned with the Church of England's "A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)" and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, [second edition updated summer 2019](#)).

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

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
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. Supplemented with Growth mindset to promote resilient learners
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

As well as explicit lessons PSHE is interwoven through everyday school life in the following ways:

Whole school and class 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.

We also recruit and train children to be Peer mediators who support peer conflict and relationships at lunchtime and other unstructured times. As well as this, we have an active Equality Pupil Voice Group who lead and are supported in raising awareness of Fairtrade, protected characteristics and Anti-bullying week.

EYFS Provision

As part of PSHE programme, lessons integrate emotional literacy, self-regulation and social skills. It supports children to learn to get on with others and make friends, understand and talk about their feelings, learn about 'right' and 'wrong', develop independence and ultimately feel good about themselves. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. Vocabulary of emotions and relationships are explicitly taught.

For further information see:

<https://8883386.sharepoint.com/:b:/s/BrethertonStaffShared/ETs1R2BjDodFlrBIPW8DkGIBsu7sACh6dxeoy4QLqJYcA?e=uGr1JM>

SEND

PSHE education continues to play an important role for learners with SEND — rehearsing and embedding the practical skills and understanding they need to lead independent and fulfilling lives and enjoy safe and healthy relationships. Teachers may adapt teaching (eg chunking content and use of repetition) to enable all pupils to achieve success.

PSHE lessons provide an inclusive environment where learners have the opportunity to explore and reflect upon issues that affect them and can develop strategies and skills to manage different real-life situations

We also identify children who require individual or group support in particular areas of PSHE for example, building positive relationships or with conflict resolution. These children are identified and provided with personalised/ small group additional sessions out of the classroom or additional lessons for the whole class. These may include asking an outside agency in to support or be delivered by a staff member. For example- Confident Me programme. Pupils with special educational needs support may be added to the school provision map and interventions planned and impact measured.

Relationships Education

Bretherton Endowed CE Primary school originally consulted with parents, staff and pupils in 2019/2020 and each year the content and age-related coverage is shared with parents and they are invited to feedback for review. Parents are consulted every 2 years to ensure updates are communicated in a timely way. Pupils are consulted annually on their understanding and appropriateness of this policy and our scheme.

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

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

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

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

Keeping safe online, knowing how to ask for help and how to report feeling unsafe on and offline is part of our PHSE content as well as our Computing curriculum.

Parents should also be aware that the Church of England states in “Valuing All God’s Children”, 2019, that Relationships and Sex education should: *“Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world.”* (Page 34)

Health Education

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

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

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: 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.

Mental health and well-being is planned (in addition to the content in Jigsaw) through school adopting the use of Peer massage and calming breathing techniques. We respond to situations/events that impact our children (Covid, SATS) through specific lessons and content to help support the children with strategies that cover the five areas of well-being. We also have a dedicated youth mental health first aider- A Moxham.

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'.

At Bretherton Endowed C of E Primary School, we believe it is important to ensure that both boys and girls are prepared for the changes that puberty brings. We will draw on knowledge of the human life cycle set out in the National Curriculum for science as well as including PSHE content to support our teaching from Jigsaw and other relevant materials. Our content is delivered at a time deemed age appropriate and in full consultation with parents.

An important part of the Jigsaw PSHE programme is delivered through the 'Relationships' and 'Changing Me' puzzle pieces, which are covered in the summer term.

There are four main aims of teaching RSE:

- To enable children to understand and respect their bodies
- To help children develop positive and healthy relationships appropriate to their age and development
- To support children to have positive self-esteem and body image
- To empower them to be safe and safeguarded

Each year group will be taught appropriate to their age and developmental stage.

Below is a summary of RSE coverage within the Jigsaw scheme for each year group:

- Foundation Stage - Growing up: how we have changed since we were babies
- Year 1 - Boys' and girls' bodies; naming body parts
- Year 2 - Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is)
- Year 3 - How babies grow and how boys' and girls' bodies change as they grow older
- Year 4 - Internal and external reproductive body parts, body changes in girls and menstruation
- Year 5 - Puberty for boys and girls, and conception
- Year 6 - Puberty for boys and girls and understanding conception to birth of a baby

We consult our parents every two years regarding the curriculum content and send a letter each year before teaching inviting parents to review the content and contact us if they have any questions. There are direct links in some areas of RSE with our science curriculum. We may adapt the coverage to meet the needs of the class; especially as we have a 2-year rolling programme and want to ensure all children are confident and progress well in their understanding of relationship education. Parents can access the resources and are shared, on request, at the time of consultation.

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

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

At Bretherton Endowed C of E 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 3 (Conception, birth)

The school will inform parents of this right by an information letter before the Changing Me Puzzle is taught. This will also include an opportunity to ask any questions/ find out further information if requested.

Our pupils are given the knowledge to be well prepared for changes in adolescence, and for safe, healthy, fulfilling relationships as they transition to high school at the end of year 6.

Monitoring and Review

The Curriculum Committee of the governing body monitors this policy every two years. 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 monitor learning in PHSE in the following ways:

- Walk throughs
- work scrutiny
- speaking to children
- behaviour logs
- Questionnaires- parents and children

The information curriculum content and focus where identified. It also feeds into enhancements which personalise our curriculum.

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".

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

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

It also asserts:

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

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

At Bretherton Endowed C of E 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.

We ensure our teaching includes teaching of protected characteristics eg same sex families. 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?’ **attached as a document on the website**

Policy Review

This policy is reviewed every two years.

	Signed Headteacher	Signed Chair of Governors
Date of review:		
Date of next review:		

Jigsaw PSHE documents needed to explain this policy:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)- see link <https://8883386.sharepoint.com/:b:/s/BrethertonStaffShared/EdrLD6FdfBRMhLWLn-WnJw4BvmQpxE0BrJE1ekkSRylfCQ?e=Y2McP9>
- Including and valuing all children- See How does Jigsaw approach gender identity?- appendix.
- How Jigsaw PSHE support the Church of England Principles and Charter in relation to RSHE- appendix.

Please find links to the above documents or copies in the appendix.

Appendix

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	<p>All these aspects are covered in lessons within the Puzzles</p>

	<ul style="list-style-type: none"> • 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"> • Being Me in my world • Celebrating Differences • Dreams and Goals • Healthy Me • Relationships • Changing Me
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 	<p>All these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Being Me in my world • Celebrating Differences • Dreams and Goals • Healthy Me • Relationships • Changing Me
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. • R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference

	<ul style="list-style-type: none"> • 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. 	
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). 	<p>All of these aspects are covered in lessons within the Puzzles</p>

	<ul style="list-style-type: none"> • H23 the principles of planning and preparing a range of healthy meals. • H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<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 	<p>All these aspects are covered in lessons within the Puzzles</p> <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



Jigsaw, the mindful approach to PSHE, ages 3-11

How does Jigsaw approach gender identity?

This document has been written to outline Jigsaw's philosophy to value all children, and how this is reflected in its approach to gender identity, the use of language referring to boys, girls, males, females etc and our aim to provide a balanced and inclusive approach.

At Jigsaw we, of course, understand the difference between 'sex' and 'gender' and adopt the World Health Organisation distinction.

'The World Health Organisation regional office for Europe describes sex as characteristics that are biologically defined, whereas gender is based on socially constructed features. They recognise that there are variations in how people experience gender based upon self-perception and expression, and how they behave.'

Jigsaw's underpinning philosophy is to value every child as the unique human beings they are, and from this premise promotes acceptance and respect for self and others.

The relationship children have with themselves is paramount and Jigsaw focuses on developing a strong sense of identity, self-belief and self-esteem, within the whole-school PSHE programme. Jigsaw also includes all the requirements of statutory Relationships and Health Education (DfE England 2019).

The first Puzzle (unit) in Jigsaw is 'Being Me in My World' which is about discovering who I am and how I fit... in my family, my school, my friendship groups and as a global citizen.

The second Puzzle is 'Celebrating Difference' which is about identifying similarities and celebrating difference, returning to the underpinning aim of acceptance and respect for each person's uniqueness. This Puzzle also considers how sometimes difference can be a source of bullying, racism etc, children always being taught how to speak up and get help if needed.

Jigsaw works hard on ensuring age-appropriateness throughout, and we strongly encourage teachers to plan every lesson and tailor it if necessary, to ensure it meets the needs of their pupils.

The issue of gender identity is rarely treated as an explicit focus in Jigsaw 3-11 as the programme does its best to create an inclusive ethos as described above. There are opportunities for transgender to be included in classroom discussions at the teacher's discretion, but there is only one lesson (for children aged 10-11 years) where this term is used explicitly.

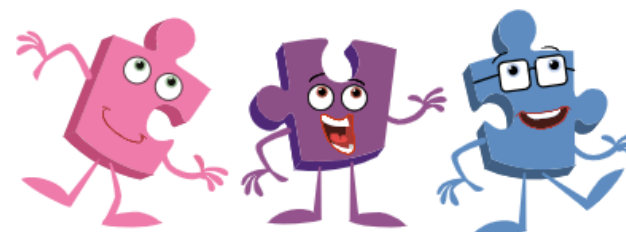
At no point does Jigsaw say there are only two genders but equally it doesn't suggest there are more; neither, in the primary programme does it refer to gender fluidity.



Jigsaw is very aware of the challenge of a binary-focused English language and does its best to use a mix of boy/girl language and gender-neutral language e.g. for names of characters in stories and scenarios etc. Jigsaw tries to reflect the diverse demographic children are a part of, always emphasising the importance of being kind, compassionate and accepting, focussing on the qualities of people as human beings, accepting children who see themselves as boys, as girls, as non-binary etc.

The Jigsaw Friends have gender- and culture-neutral names e.g. Jigsaw Jo, Jino, Jaz.

The language of 'boy' and 'girl' is used with careful attention not to stereotype.



There are explicit lessons that help children understand what stereotyping is, why it can be damaging and how to avoid doing this, always encouraging children to be who they are and celebrate their own identity and to treat others in the same way.

This means our Jigsaw approach is one we feel will fit most schools and most children, valuing children from all types of families, including those with family members who do not fit typical gender stereotypes, and those children who may struggle with their own sense of how they fit in.

When schools are aware of children who are questioning their gender, or have family members who are transgender, we know that schools want to ensure that they can acknowledge these children's experiences positively in the classroom as they do for all children in all sorts of different family compositions.

Sometimes there are children or family members who may be transgender or questioning their gender, that the school will not know about. We also know that as primary children get older, they will become increasingly aware of people and stories in the media about transgender people.

Consequently, it is important that there is some specific content built into Jigsaw that recognises transgender people as equally important members of the community and allows safe and age-appropriate discussion around the concept of transgender for primary aged children if and when it is appropriate for a class, at the teacher's discretion.

We would expect children to then feel more comfortable to take any further questions they may have home to their own families.

There are more than 250 lessons in the primary Jigsaw Programme. There is one lesson in KS1 and one in KS2 where transgender identities could be said to be explicitly reflected, although the term 'transgender' is only explicitly introduced in the materials in one lesson in Year 6 (Age 10-11 materials).



So, what is in these lessons?

Age 6-7 years, Celebrating Difference, Lesson 5, 'Gender Diversity'.

This lesson looks at whether being a boy or a girl makes a difference when choosing friends and toys. The lesson includes a character who the children do not know is a girl or a boy to help stimulate discussion about whether this makes a difference. There is no reference to LGBT+, but if a school does have a child who is questioning their gender identity, or a family member who is transgender, it may help to reflect that child's experience of the world and provide a safe classroom environment for the children to discuss any issues they have questions about. The safe learning environment is reinforced each lesson by the Jigsaw Charter established with children's ownership in the very first Jigsaw lesson.

The following 5 slides are an **excerpt** from this lesson which focuses on being kind to each other and being individuals. The main aim of the lesson is about treating everyone as individuals and that it is fine to be who you are, to have your own identity. Teachers use their discretion, knowing the children in their classes, and are encouraged to focus the lesson accordingly.



Age 10-11 years, Celebrating Difference, Lesson 2 'Understanding Difference'

This lesson for pupils aged 10-11 on the Equality Act, provides a safe learning environment for children to consider age-appropriately what transgender means. We know that most schools have had questions raised by the end of primary about what transgender means, and in Jigsaw it is introduced in this wider lesson on equality and the law.

The story of Robert/Roberta Cowell is deliberately chosen as this historic figure is removed from the fashion and media hype that influences so much current discussion around transgender. This means that it allows for a more age-appropriate discussion of the difficulties that someone who does not fit into society's stereotypes might feel, and why it is important for people to be protected by law. Its emphasis is on Roberta as a human being and her achievements as well as people's attitudes towards her at the time.

The learning activity in the lesson following the teacher input then broadens out to focus on some of the other protected characteristics in the Equality Act.

Jigsaw provides teacher notes to give ideas of how adults in the classroom could respond to questions on transgender, encouraging teachers to remember that the lesson is focussing on the importance on understanding how important it is to treat people as individuals and that for some this right is written in law, rather than focussing the lesson on the detail of what the term 'transgender' means. Schools can look at these notes and check they fit with their agreed approach to this issue in relation to the needs of the children in the class and the school community.

At no point does Jigsaw relay a 'wrong-body' narrative. Equally at no point does Jigsaw go into detail in terms of transitioning.

Jigsaw pays careful attention to the images it uses in its materials and is mindful of reflecting diversity and not promoting stereotypes, so all children can resonate with what they see.

Distancing techniques are also used in Jigsaw e.g. cartoon characters from the Planet Zarg, enabling learning messages to be free from the risk of stereotyping. This is a consistent approach from age 3 years upwards allowing all children to see themselves and their families and friends represented in our classroom resources and discussions, whatever our differences in our appearance, outlook or of course, gender identity.

Understanding puberty and human reproduction, at primary school, of course needs knowledge of both the male and female body. Jigsaw uses the words: male, female, boy, girl in such lessons and suggests teachers use terminology like 'birth-body' if they deem this is appropriate.

Jigsaw is all about preparing children for the world they live in and supporting them to be happy in their own identity and respectful of others.

April 2021

Jigsaw PSHE is pleased to work in partnership with EACH (Educational Action Challenging Homophobia) and acknowledges the national work and books of its director: Jonathan Charlesworth M.Ed. In supporting Jigsaw's philosophy to value every child.

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