



# **Policy for Personal Social and Health Education (PSHE) and Relationships and Sex Education (RSE)**

**Person responsible: Head teacher**

**Ratified by the governing body: Summer 2020**

**Date for review: Summer 2022**

A handwritten signature in black ink, appearing to read 'Anne-Marie Renshaw', is positioned above the printed name.

**Reverend Anne-Marie Renshaw  
Chair of Governors**

**Vision Statement:**

The Vision at Messing Primary is to offer personalised learning so that each child has the opportunity to achieve their very best. 'Every child, every chance, every day'

**Our Equality and Inclusion Statement:**

We aim to ensure that all pupils regardless of age, disability, race, religion or belief, sex, attainment and background, have full access to the whole curriculum. Teachers respond to diverse learning needs so that pupils are appropriately supported and challenged to experience success in learning and achieve as high a standard as possible.

As an educationally inclusive school the teaching and learning, achievements, attitudes and well-being of every young person matters. We take into account pupils' varied life experiences and needs, providing equal opportunities for all pupils, whatever their age, disability, race, religion or belief, sex, attainment and background, to ensure that every child really does matter.

**Our key drivers which underpin our curriculum are:**

- **Respect**(for ourselves, for others for our world)
- **Resilience** (challenging ourselves, persevering, developing independence, being self-reflective learners)
- **Reasoning**(debating and discussing, sharing and developing independent opinions, articulating ideas and opinions clearly through the use of quality vocabulary)

**Background to this Policy**

In March 2019, the DfE published new guidance on Relationships Education, Relationships and Sex Education and Health Education. All primary schools in England are be required to teach Relationships Education from September 2020.It is also recommended(but not required by law) that all primary schools have a programme of sex education tailored to the needs of their pupils. Health Education will be introduced as a compulsory subject in all state schools in England in September 2020.

The guidance outlines what young people should know by the end of primary school.

This includes families; friendships; respectful relationships; online relationships; and being safe. The full guidance can be found [here](#).

**Intent**

Today's children and young people are growing up in an increasingly complex world, including the online world. 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.

Our aim is that by the time they leave Messing Primary, children will be able to reflect on their experiences and understand how they are developing personally and socially, tackling many of the

spiritual, moral, social and cultural issues that are part of growing up. They will learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. We make it a priority to give a broad and balanced education about health, relationships and sex. Through our PSHE and RSE curriculum and key drivers of respect, resilience and reasoning, we aim to empower the children to make informed life choices as they are faced with life's challenges.

## **Implementation**

RSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Child Protection Policy
- Special Educational Needs Policy
- Science Policy

At Messing primary, we use the Jigsaw scheme of work – A Mindful Approach to PSHE – for our Personal, Social and Health Education and RSE.



Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of a range of learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Piece has two Learning Intentions, one is based on specific PSHE learning and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw's mindful approach to PSHE is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety. Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

These cover the following themes:

Term	Puzzle name	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters

<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills in Relationship Education
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of looking at change

Although elements of healthy relationships are peppered throughout the scheme, the Summer Term 'Changing Me' Puzzle deals with the more specific RSE content. (see Appendix A for specific content of the curriculum)

In addition to the using the Jigsaw scheme of work, we teach PSHE and citizenship in a variety of ways. There is a large overlap between the programme of study for religious education including our school assembly planning, and the aims of PSHE. Equally, the science curriculum includes elements of Relationships and sex education and staying healthy.

We also develop PSHE through various activities and whole-school events, for example the school council representatives meet regularly to discuss school matters. We offer a residential visit for year 5/6, where there is a particular focus on developing pupils' self-esteem, and giving them opportunities to develop resilience and positive group work.

Our long term PSHE plan details the specific PSHE content within the curriculum as well how this is enhanced through school events, visitors and visits.

### **Differentiation/SEND**

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will tailor each Piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels. Through adaptation and tailoring of plans where needed, we will ensure that the curriculum is both age appropriate and meets the needs of children who are more vulnerable and those with SEND. As with all teaching for these subjects, we will ensure that teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

## **Answering Difficult Questions and Sensitive Issues**

Both formal and informal RSE and Drug and Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupils concerned. Questions do not have to be answered directly, and can be addressed individually later. Children will also be advised to discuss with their parents an issue they have raised which is outside of the agreed curriculum and should be through parental guidance. The school believes that individual teachers must use their skill and discretion in this area and refer to the designated safeguarding lead if they are concerned.

- It will be made clear to children, by means of ground rules, that personal questions should never be asked by pupils or the teacher, which are aimed at either staff or other pupils. A question box will be provided while the RSE Curriculum is being delivered and the pupils will be told that if there are any questions considered too explicit for that age group, they would not be answered. The judgement about which questions could or could not be answered would be based on whether or not it was closely relevant to the Curriculum the school has decided upon.
- Pupils will be told that during any RSE lesson, only questions that relate directly to the RSE lesson being covered will be answered. Any other questions should be placed in the questions box.
- If several children start to ask questions about a particular topic (perhaps due to media coverage) then the RSE Curriculum can be adapted to deal with this issue so as to prevent pupils from becoming misinformed or receive biased information. However the teacher will maintain a clear, objective-led point of view as agreed in the policy.
- If a pupil asks a question relating to RSE issues at any other time, if the question is related the RSE covered in the child's year group, the child will be told that they will learn the answer in RSE. If not, it will be suggested that the child asks his or her parents/carers

## **Impact**

The impact will be that:

Children will develop a strong sense of respect for themselves and others; they will understand other cultures and groups in society and value and respect our differences and similarities as one human race. They will understand how to keep healthy and the importance of strong healthy relationships. **(Respect)**

They will ask questions and reflect on their own experiences and make connections between their own experiences and others. They will develop appropriate vocabulary to enable them to articulate their thoughts and feelings. **(Reasoning)**

They will have the knowledge and the confidence to face challenges and celebrate their personal, social and emotional achievements. **(Resilience)**

The impact of the policy will be measured through ongoing assessment of pupils' knowledge and skills across a range of subjects where PSHE and relationships education is evident. Summative assessment tasks are built in to the puzzles.

## **Safeguarding**

Our PSHE/ RSE programme is one of the important ways we act on our responsibility to safeguard and protect our children, as set out in our Safeguarding/Child Protection policies. We also refer to guidance from the government and expert organisations on specific safeguarding issues, which are relevant to our cohort of children, as listed in Keeping Children Safe in Education. To safeguard children effectively it is vital that opportunities are created in the curriculum to teach about healthy behaviour, caring relationships, online safety and when and how to get help. At our school we encourage children to develop skills in these areas so that they are equipped with strategies to help themselves in preventing or reporting harm or abuse.

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Where a concern or disclosure is raised teachers or other adults working with the child will consult with the designated safeguarding lead and in her absence the deputy safeguarding lead.

Any visitors/external agencies which may support the delivery of RSE will be required to inform the designated safeguarding lead or deputy in accordance with the school policy.

## **Engaging Stakeholders**

We work closely with parents/carers to ensure that they are fully aware of what is being taught. This policy was developed in consultation with parents/carers. Our curriculum content is available on our school website and as part of our whole school approach to RSE, parent Information sessions are held each year whereby parents/carers have the opportunity to view the materials to be used and to ask any questions. Staff at the school have actively been involved in reaching consensus on the content of the RSE policy and are aware of its content through discussion of the initial draft. Parents/carers will be kept informed of any developments or opportunities in RSE. Governors have responsibility to the RSE policy and the policy is not in place until agreed by the governing body.

## **Withdrawal from RSE lessons**

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their own and others' health and well-being.

*"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights."* Report to the UN General Assembly - July 2010 | Item 69, paragraph 18

Parents are encouraged to establish exactly what is covered in the lessons relevant to their child's year group and discuss any concerns about lesson content with staff at the earliest opportunity.

Parents/carers have the right to withdraw their children from all or part of the Relationship and Sex Education provided at school **except for those parts included in statutory National Curriculum Science**: Pupils should be taught to describe the changes as humans develop to old age (including puberty)

Those parents/carers wishing to exercise this right are invited to meet with the head teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. If a child is withdrawn from RSE they will complete their work in another class while the lessons are taking place.

**From September 2020 Parents/carers do not have the right to withdraw their children from relationship or health content.**

The DfE have produced a leaflet with FAQ's for parents which can be found [here](#).

## **The role of the Headteacher**

It is the responsibility of the Headteacher to ensure that staff and parents are informed about the PSHE and RSE policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

## **Monitoring and Review**

The Curriculum Committee of the governing body monitors the PSHE and RSE policy as part of the cycle of monitoring and review. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.

# Appendix A

## Jigsaw Overview

Year Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Reception	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
Year 1/2	Feeling special and safe Being part of a class Rights and responsibilities	Similarities and differences Understanding bullying and knowing how to deal with it	Setting goals Identifying successes and achievements	Keeping myself healthy Healthier lifestyle choices Keeping clean	Belonging to a family Making friends/being a good friend Physical contact preferences	Life cycles – animal and human Changes in me Changes since being a baby
	Rewards and feeling proud Consequences Owning the Learning Charter	Making new friends Celebrating the differences in everyone	Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Being safe Medicine safety/safety with household items Road safety Linking health and happiness	People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
	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
Year 3/4	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



Year Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	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  Confidence in change Accepting change Preparing for transition Environmental change
Year 5/6	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling	Self- and body image Influence of online and media on body image Puberty for girls(Start of year 5)
	Democracy, having a voice, participating	Material wealth and happiness Enjoying and respecting other cultures	Supporting others (charity) Motivation	Relationships with food Healthy choices Motivation and behaviour	Reducing screen time Dangers of online grooming SMARRT internet safety rules	Growing responsibility Coping with change Preparing for transition
	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 (including IVF) Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

The grid below shows specific learning intentions for each year group in the ‘Relationships’ Puzzle.

<b>Year Group</b>	<b>Piece Number and Name</b>	<b>Learning Intentions ‘Pupils will be able to...’</b>
<b>FS1/2</b>	Piece 1 My Family and Me!	I can tell you about my family I can identify some of the jobs I do in my family and how I feel like I belong
	Piece 2 Make friends, make friends, never ever break friends! – Part 1	I understand how to make friends if I feel lonely I know how to make friends to stop myself from feeling lonely
	Piece 3 Make friends, make friends, never ever break friends! – Part 2	I can tell you some of the things I like about my friends I can think of ways to solve problems and stay friends
	Piece 4 Falling out and bullying – Part 1	I know what to say and do if somebody is mean to me I am starting to understand the impact of unkind words
	Piece 5 Falling out and bullying – Part 2	I can use Calm Me time to manage my feelings
	Piece 6 Being the best friend we can be	I can work together and enjoy being with my friends I know how to be a good friend
<b>1</b>	Piece 1 Families	I can identify the members of my family and understand that there are lots of different types of families I know how it feels to belong to a family and care about the people who are important to me
	Piece 2 Making friends	I can identify what being a good friend means to me I know how to make a new friend
	Piece 3 Greetings	I know appropriate ways of physical contact to greet my friends and know which ways I prefer I can recognise which forms of physical contact are acceptable and unacceptable to me
	Piece 6 Celebrating my special relationships	I can tell you why I appreciate someone who is special to me I can express how I feel about them
<b>2</b>	Piece 1 Families	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate

		I accept that everyone's family is different and understand that most people value their family
	Piece 2 Keeping safe – exploring physical contact	I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not I know which types of physical contact I like and don't like and can talk about this
	Piece 3 Friends and conflict	I can identify some of the things that cause conflict with my friends I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends
	Piece 4 Secrets	I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this
	Piece 5 Trust and appreciation	I recognise and appreciate people who can help me in my family, my school and my community I understand how it feels to trust someone
	Piece 6 Celebrating My Special Relationships	I can express my appreciation for the people in my special relationships I am comfortable accepting appreciation from others
<b>3</b>	Piece 1 Family roles and responsibilities	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females I can describe how taking some responsibility in my family makes me feel
	Piece 2 Friendship	I can identify and put into practice some of the skills of friendship, e.g. taking turns, being a good listener I know how to negotiate in conflict situations to try to find a win-win solution
	Piece 3 Keeping myself safe	I know and can use some strategies for keeping myself safe I know who to ask for help if I am worried or concerned
	Piece 6 Celebrating my web of relationship	I know how to express my appreciation to my friends and family I enjoy being part of a family and friendship groups
<b>4</b>	Piece 1 Relationship web	I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant I know how it feels to belong to a range of different relationships and can identify what I contribute to each of them
	Piece 2	I can identify someone I love and can express why they are special to me

	Love and loss	I know how most people feel when they lose someone or something they love
	Piece 6 Celebrating my relationships with people and animals	I know how to show love and appreciation to the people and animals who are special to me I can love and be loved
<b>5</b>	Piece 2 Getting on and falling out	I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends I know how to stand up for myself and how to negotiate and compromise
	Piece 3 Girlfriends and boyfriends	I understand how it feels to be attracted to someone and what having a boyfriend/ girlfriend might mean I understand that relationships are personal and there is no need to feel pressured into having a boyfriend/ girlfriend
	Piece 4 Girlfriends and boyfriends	I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean I can recognise the feeling of jealousy, where it comes from and how to manage it
	Piece 5 Relationships and technology	I understand how to stay safe when using technology to communicate with my friends I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to others
	Piece 6 Relationships and technology	I can explain how to stay safe when using technology to communicate with my friends I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others
<b>6</b>	Piece 1 My relationships web	I can identify the most significant people to be in my life so far I understand how it feels to have people in my life that are special to me
	Piece 4 Power and control	I can recognise when people are trying to gain power or control I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control
	Piece 5 Being safe with technology 1	I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening I can take responsibility for my own safety and well-being
	Piece 6 Being safe with technology 2	I can use technology positively and safely to communicate with my friends and family I can take responsibility for my own safety and well-being

The grid below shows specific learning intentions for each year group in the ‘**Changing Me**’ Puzzle.(Relationships and Sex education) This has been adapted so that the learning is more age appropriate for our children.

The DFE statutory guidance (England 2019) expects schools to deliver lessons on puberty. This sits under the **Health Education** statutory expectations.

The specific sex education content (puberty and human reproduction) is taught through the Changing Me Puzzle (delivered in the last term of the academic year). Parents are invited to a meeting prior to delivery of these sessions.

<b>Year Group</b>	<b>Piece Number and Name</b>	<b>Learning Intentions ‘Pupils will be able to...’</b>
<b>FS1/2</b>	Piece 3 Growing Up	D4 - Seek out others to share experiences. Show affection and concern for people who are special to them D6 - Explain own knowledge and understanding, and ask appropriate questions of others ELG - Show sensitivity to others’ needs and feelings
<b>1/2</b>	Yr 1/2 Piece 4 Boys’ and Girls’ Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private
<b>3/4</b>	Yr1/2 Piece 4 Boys’ and Girls’ Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private tell you what I like/don’t like about being a boy/girl
<b>3/4</b>	Yr 3 Piece 1 How Babies Grow	understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby  express how I feel when I see babies or baby animals
	Yr 3 Piece 2 Babies	understand how babies grow and develop in the mother’s uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family
	Yr 3 Piece 3 Outside Body Changes	understand that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babies  identify how boys’ and girls’ bodies change on the outside during this growing up process

		recognise how I feel about these changes happening to me and know how to cope with those feelings
	Yr 3 Piece 4 Inside Body Changes	<p>identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up</p> <p>recognise how I feel about these changes happening to me and how to cope with these feelings</p>
<b>Year 5 girls at start of year</b>	Yr 4 Piece 3	<p>describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p> <p>know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p>
<b>At end of the year 6</b>	Yr 5 Piece 2 Puberty for Girls	<p>explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally</p> <p>understand that puberty is a natural process that happens to everybody and that it will be OK for me</p>
	Yr 5 Piece 3 Puberty for Boys and Girls	<p>describe how boys' and girls' bodies change during puberty</p> <p>express how I feel about the changes that will happen to me during puberty</p>
	Year 6 Piece 2 Puberty boys and girls.	Re-visit -explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally
		express how I feel about the changes that will happen to me during puberty

	Yr 6 Piece 3 Girl Talk/Boy Talk	ask the questions I need answered about changes during puberty  reflect on how I feel about asking the questions and about the answers I receive
	Year 6 Piece 4 Conception	understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby  appreciate how amazing it is that human bodies can reproduce in these ways
	Yr 6 Piece 5 Attraction	understand how being physically attracted to someone changes the nature of the relationship  express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this





## Drug and Alcohol Education

Definition of 'Drugs':

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

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

The Drug and Alcohol Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

### ***Jigsaw Drug and Alcohol Education Content***

The grid below shows specific Drug and Alcohol Education learning intentions for each year group in the 'Healthy Me' Puzzle.

<b><i>Year Group</i></b>	<b><i>Piece Number and Name</i></b>	<b><i>Learning Intentions 'Pupils will be able to...'</i></b>
2	Piece 3 Medicine Safety	understand how medicines work in my body and how important it is to use them safely  feel positive about caring for my body and keeping it healthy
3	Piece 3	tell you my knowledge and attitude towards drugs identify how I feel towards drugs

	What Do I Know About Drugs?	
4	Piece 3 Smoking	<p>understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke</p> <p>can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others</p>
	Piece 4 Alcohol	<p>understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</p> <p>can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others</p>
5	Piece 1 Smoking	<p>know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart</p> <p>make an informed decision about whether or not I choose to smoke and know how to resist pressure</p>
	Piece 2 Alcohol	<p>know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</p> <p>make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure</p>
6	Piece 2 Drugs	<p>know about different types of drugs and their uses and their effects on the body particularly the liver and heart</p> <p>be motivated to find ways to be happy and cope with life's situations without using drugs</p>
	Piece 3 Alcohol	<p>evaluate when alcohol is being used responsibly, anti-socially or being misused</p> <p>tell you how I feel about using alcohol when I am older and my reasons for this</p>

Our long term overview for jigsaw can be found on the school website.

## **Appendix 2**

Additional DfE advice can be found on the following websites and are used to inform the jigsaw sample policy.

- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) (February 2019)
- [Preventing and tackling bullying](#) (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017)
- [Drug and Alcohol Education](#) (DfE and ACPO drug advice for schools: Advice for local authorities, Head Teachers, school staff and governing bodies, September 2012)
- [Safeguarding](#) (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013 [Keeping Children Safe in Education, 2018](#))
- [Equality](#) (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014). Schools should pay particular attention to the [Public sector equality duty \(PSED\)](#) (s.149 of the Equality Act).
- [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)
- [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)
- [National Citizen Service](#) guidance for schools

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