



Personal Social Health and Economic (PSHE) and Relationships and Sex Education (RSE) Policy

Person responsible: Head teacher
Ratified by the governing body: Summer 2024
Date for review: Summer 2026

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Dr Pip Parmenter
Chair of Governors

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1. Vision, drivers and aims

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

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.

The key drivers which underpin our curriculum are:

- **Respect** (for ourselves, for others, for our world and valuing the opinion of others)
- **Relationships** (build relationships rooted in kindness, compassion and an understanding for one another)
- **Resilience** (using a growth mindset and positive attitude towards all aspects of learning)

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

2. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – the Headteacher pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent consultation – parents/carers were given the opportunity to read the policy and any feedback was taken into account
5. Ratification – the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

There is often concern that RSE will encourage sexual experimentation however RSE is not about the promotion of sexual activity.

PSHE is about emotional literacy, social skills and spiritual development and a way of learning about ourselves, others and the world around us.

5. Curriculum

Our PSHE and RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary to meet the needs of our learners.

We have developed the curriculum taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents/carers upon request in advance of lessons.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Self-respect and empathy for others
- Being safe
- Recognising and maximising a healthy lifestyle

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Delivery of PSHE

PSHE is taught through the Jigsaw scheme of work – A Mindful Approach to PSHE.

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. It 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. 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:

- **Autumn 1:** Being Me in My World- Includes understanding my place in the class, school and global community as well as devising Learning Charters
- **Autumn 2:** Celebrating Difference- Includes anti-bullying (cyber and homophobic bullying included) and diversity work

- **Spring 1:** Dreams and Goals- Includes goal-setting, aspirations, working together to design and organise fund-raising events
- **Spring 2:** Healthy Me- Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
- **Summer 1:** Relationships- Includes understanding friendship, family and other relationships, conflict resolution and communication skills in Relationship Education
- **Summer 2:** Changing Me- Includes Relationships and Sex Education in the context of looking at change

In addition to using the Jigsaw scheme of work, we teach PSHE and citizenship in a variety of ways. This includes through:

- RE lessons
- Assembly themes
- Science lessons
- RSE lessons
- School events
- School trips and visits

8. Use of external organisations and materials

Delivery of formal RSE is the responsibility of all staff. However, we recognise that it is good practice to include outside agencies in the delivery where appropriate. Any supporting agencies deemed appropriate by the subject leader, work within the school's PSHE and RSE policy. Delivery The aim of this is to enhance the learning experience for our students e.g., specialist health knowledge.

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:

- This policy
- The [Teachers' Standard](#)
- The [Equality Act 2010](#)
- The [Human Rights Act 1998](#)
- The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

9. Roles and responsibilities

9.1 The governing board

The governing board will approve the PSHE and RSE policy, and hold the headteacher to account for its implementation.

9.2 The headteacher

The headteacher is responsible for ensuring that PSHE and RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

9.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching PSHE or RSE. Staff who have concerns about teaching either of these are encouraged to discuss this with the headteacher.

The names of staff responsible for teaching RSE at Messing Primary School are:

Karl Pearce - Upper KS2

Naomi Southgate - Lower KS2

Sadie Snodgrass- KS1

Helen Lewis- Reception

Fiona Imrie- Reception

9.4 Pupils

Pupils are expected to engage fully in PSHE and RSE lessons and, when discussing issues related to these, treat others with respect and sensitivity.

10. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the non-statutory 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.

Alternative school work will be given to pupils who are withdrawn from sex education.

11. Training

Staff are trained on the delivery of PSHE and RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

12. Monitoring arrangements

The delivery of RSE is monitored by Charlotte Brown, Headteacher, through:

- Learning walks
- Checks on planning and resources
- Discussion with staff
- Pupil voice

Pupils' development in both PSHE and RSE is monitored by class teachers as part of our internal assessment systems.

The governing body reviews the PSHE and RSE policy as part of the cycle of monitoring and review.

Appendix 1: Curriculum map

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 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
	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	Challenging assumptions	Hopes and dreams	Healthier friendships	Jealousy	Being unique
	Being a school citizen	Judging by appearance	Overcoming disappointment	Group dynamics	Love and loss	
	Rights, responsibilities and democracy (school council) Rewards and consequences	Accepting self and others Understanding influences Understanding bullying	Creating new, realistic dreams Achieving goals Working in a group	Smoking Alcohol Assertiveness	Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends	Confidence in change Accepting change
	Group decision-making Having a voice	Problem-solving Identifying how special and	Celebrating contributions Resilience	Peer pressure Celebrating inner strength	Showing appreciation to people and animals	Preparing for transition Environmental change
	What motivates behaviour	unique everyone is First impressions	Positive attitudes			
	Planning the forthcoming year	Cultural differences and how they can cause conflict	Future dreams	Smoking, including vaping	Self-recognition and self-worth	Self- and body image
	Being a citizen	Racism	The importance of money	Alcohol	Building self-esteem	Influence of online and media on body image
	Rights and responsibilities	Rumours and name-calling Types of bullying	Jobs and careers	Alcohol and anti-social behaviour	Safer online communities	Puberty for girls(Start of year 5)
Year 5/6	Rewards and consequences How behaviour affects groups	Material wealth and happiness	Dream job and how to get there Goals in different cultures	Emergency aid Body image	Rights and responsibilities online Online gaming and gambling	
	Democracy, having a voice, participating	Supporting others (charity) Motivation		Relationships with food Healthy choices	Reducing screen time Dangers of online grooming	Growing responsibility
		Enjoying and respecting other cultures		Motivation and behaviour	SMART internet safety rules	Coping with change Preparing for transition
	Identifying goals for the year	Perceptions of normality	Personal learning goals, in and out of school	Taking personal responsibility	Mental health	Self-image
	Global citizenship	Understanding disability	Success criteria	How substances affect the body	Identifying mental health worries and sources of support	Body image
	Children's universal rights	Power struggles	Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Puberty and feelings
	Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour	Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy				Conception (including IVF) Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting
	Role-modelling					Transition

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

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
FS1/2	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
1	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
2	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
3	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
4	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 Love and loss	I can identify someone I love and can express why they are special to me 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
5	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
6	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 appropriate for our children as learners.

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.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
FS1/2	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
1/2	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
3/4	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
3/4	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	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
		recognise how I feel about these changes happening to me and how to cope with these feelings
Year 5 girls at start of year	Yr 4 Piece 3	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
		know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
At end of the year 6	Yr 5 Piece 2 Puberty for Girls	explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally
		understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Yr 5 Piece 3 Puberty for Boys and Girls	describe how boys' and girls' bodies change during puberty
		express how I feel about the changes that will happen to me during puberty
	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:

- o Respect for self
- o Respect for others
- o Responsibility for their own actions
- o 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.

<i>Year Group</i>	<i>Piece Number and Name</i>	<i>Learning Intentions 'Pupils will be able to...'</i>
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 What Do I Know About Drugs?	tell you my knowledge and attitude towards drugs identify how I feel towards drugs
4	Piece 3 Smoking	understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and

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

Appendix 2: By the end of primary school pupils should know

Topic	Pupils should know
Families and people who care about me	<ul style="list-style-type: none"> · That families are important for children growing up because they can give love, security and stability · 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 · 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 · 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 · That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong · How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> · How important friendships are in making us feel happy and secure, and how people choose and make friends · The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties · That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded · 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 · 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 or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> · 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 · Practical steps they can take in a range of different contexts to improve or support respectful relationships · The conventions of courtesy and manners · The importance of self-respect and how this links to their own happiness · 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 · 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 · What a stereotype is, and how stereotypes can be unfair, negative or destructive · The importance of permission-seeking and giving in relationships with friends, peers and adults

<p>Online relationships</p>	<ul style="list-style-type: none"> · That people sometimes behave differently online, including by pretending to be someone they are not · 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 · The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them · How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met · How information and data is shared and used online
<p>Being safe</p>	<ul style="list-style-type: none"> · What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) · 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 · That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact · How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know · How to recognise and report feelings of being unsafe or feeling bad about any adult · How to ask for advice or help for themselves or others, and to keep trying until they are heard · How to report concerns or abuse, and the vocabulary and confidence needed to do so · Where to get advice e.g. family, school and/or other sources