

NAME OF POLICY:	PSHE including RSE Policy
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1 Introduction

We 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.

Relationships and Health Education is a mandatory requirement from September 2020. Our teaching of PSHE covers all the statutory requirements for RSE in an age appropriate way.

Our PSHE policy is informed by:

- DfE guidance on Relationships and Sex Education and Health Education,
- [preventing and tackling bullying](#) (Advice for head teachers, staff and governing bodies, July 2017),
- [Drug and Alcohol Education](#) (DfE advice September 2012)
- [Safeguarding](#) ([Keeping Children Safe in Education, 2019](#))
- [Equality](#) (Equality Act 2010)

2 Aims of PSHE

At Alban Wood our PSHE teaching provides pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community with the support of the Jigsaw scheme.

In addition to the learning that takes place within PSHE lessons, pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They 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 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.

In our school we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE.

2.1 Objectives/Pupil learning intentions:

Our PSHE curriculum supports the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge

- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

2.2 Jigsaw Curriculum Content

Jigsaw covers all areas of PSHE for the primary phase. This is delivered through a spiral curriculum, which means each year we build on children's current learning. This table below gives an overview of the curriculum content:

Term	Puzzle name	Content
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 for yourself and the world and working together.
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, bereavement and loss.
Summer 2:	Changing Me	Includes sex and relationships education in the context of coping positively with change.

3 How is Jigsaw PSHE organised in school?

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 preferred 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.

There are six Puzzles in Jigsaw that are designed to progress in sequence from Autumn to June/July. Each Puzzle has six Pieces (lessons) which work towards an 'end product'.

Each Piece (lesson) has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health Education guidance, but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw, the 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.

- PSHE is delivered on a weekly basis by either the class teacher or their partner PPA teacher.
- The PSHE subject leader will be responsible for monitoring and evaluation.

3.1 Differentiation/SEND

PSHE at Alban Wood School is fully inclusive. Teachers adapt and modify lessons to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces (lessons) 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.

3.2 Safeguarding

Teachers are aware that sometimes disclosures are made during Jigsaw lessons; in which case, safeguarding procedures will be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's safeguarding policy is followed immediately.

3.3 Assessment

PSHE is assessed by teachers to ensure children are making progress with their learning throughout their Jigsaw experience. Children have the chance to write or draw a reflection after most PSHE lessons. This, alongside discussions with the children, allows teachers to make an assessment of where the child is working at the end of each unit. Evidence is kept in a class PSHE folder.

3.4 Recording and tracking progress

To support the teacher in tracking each child's Jigsaw Learning progress throughout the year, there is a PSHE Milestone theme assessment. This sheet has objectives from each Puzzle piece. After each Puzzle is completed, the teacher, using a best-fit approach, decides whether the child is working at, towards or above in each area. This sheet gives a quick visual representation of where the child is at in each piece of the Puzzle. The PSHE Milestone assessments will help inform children's reports which are shared with parents/carers.

3.5 The PSHE Milestone Theme Assessment Attainment

These attainment milestones are specific for Jigsaw and to year groups in our school. They are designed to give guidance when considering each child's learning journey. They are not nationally-recognised. There are no national level descriptors for PSHE.

3.6 Monitoring and Evaluation

The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be through:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Lesson observations
- PSHE Class folder scrutiny
- Pupil voice

3.7 External contributors

External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to our PSHE programme. Their input is carefully planned and monitored so it fits into and complements our PSHE curriculum.

Teachers will always be present during these sessions.

3.8 The Learning Environment

We recognise that a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is essential. To support this, we have 'ground rules' that are agreed and owned by the class.

'Ground rules' include:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

3.9 Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teaching is underpinned where appropriate by British Laws. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

3.10 Involving parents and carers

The school believes that it is important to have the support of parents, carers and the wider community for our PSHE curriculum. Parents and carers are/will be given the opportunity to find out about and discuss the Jigsaw PSHE programme through:

- Parent/carers Jigsaw awareness session
- Information leaflets/displays
- Information on our school website

3.11 Pupil Voice:

- It is useful for pupils to be consulted on their own personal, social and citizenship development. We will ask pupils, either in individual classes or through the school council, what sort of person they would like to be by the time they leave this school: what qualities, skills, attitudes, values are important to them as people.
- We will develop this further by asking pupils how they feel the school could support them with this, what initiatives the school could implement to support this e.g. friendship benches, peer mentoring systems.
- We will find out pupils' perceptions through pupil voice conversations and questionnaires.

3.12 Training and support for staff

- All staff benefit from Jigsaw PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

- In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

3.13 Dissemination

This policy is available on our school website where it can be accessed by the community. Copies are available from the school office on request from parents/carers.

3.14 Girls' understanding of sanitary products and disposal in school

As part of lessons on puberty girls will be made aware of the procedures in place for accessing and the safe disposal of sanitary products. The school is aware that period poverty can be an issue for some pupils, and will to the best of its ability ensure that girls have access to appropriate sanitary products during school time.

3.15 Moral and Values Framework

The PSHE programme at our school reflects the school's 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

3.16 Jigsaw's PSHE Content

The table below shows specific Health Education content for each year group:

FS1/2 4-5 years old	Understanding feelings; identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.
Year 1 5-6 years old	Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.
Year 2 6-7 years old	Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.
Year 3 7-8 years old	Self-identity and worth; positivity in challenges; responsible choices; 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; respect for myself and others healthy and safe choices; body changes at puberty.
Year 4	What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group

8-9 years old	dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty.
Year 5 9-10 years old	Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including vaping; alcohol; alcohol and antisocial behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; changes in the body at puberty.
Year 6 10-11 years old	Choices, consequences and rewards; group dynamics; democracy, having a voice; 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; impact of media; discernment; puberty; reflections about change; respect and consent.

4 Relationships, Sex and Health Education (RSHE)

4.1 Definition of Relationships, Sex and Health Education (RSHE)

From September 2020, it will be statutory for the school to deliver Relationships Education and Health Education. This includes primary aged children learning about the 'changing adolescent body', included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019).

At Alban Wood the decision is taken to teach sex education beyond Relationships Education and National Curriculum Science. We are in full agreement with the DfE statement "... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It 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." (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

The policy is available to parents/carers on request and is also available on the school's website. It is the school governors' responsibility to ensure that the policy is developed and implemented effectively.

Effective Relationships and Sex Education 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 health and well-being.

4.1 Compulsory aspects of Relationships, and Health Education, and Sex Education contained in National Curriculum science.

End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019). It is up to our school to determine how this is taught as part of a broad and balanced curriculum. We deliver this as part of a whole programme of PSHE, using the Jigsaw scheme.

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in schools.

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)

- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)

RSE and Health Education play a very important part in fulfilling the statutory duties all schools have to meet. They help children understand the difference between safe and abusive relationships and equip them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and offline safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

- Relationships and Sex Education (RSE) is an important part of PSHE Education (DfE, 2014).
- When any school provides RSE they must have regard to the Secretary of State's guidance; this is a statutory duty. Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2019, Education Inspection Framework Para 28).
- As an academy we do not have to follow the National Curriculum, however as a multi-academy trust we choose to do so and therefore teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).
- Updated government safeguarding guidance is now available ([Keeping Children Safe in Education, 2019](#)) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holidays especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government [Multi-agency practice guidelines: Female Genital Mutilation \(2016\)](#) which includes a section for schools.

4.3 The role of the Subject Leader, Headteacher and Governing body

It is the responsibility of the Governors to ensure that as well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:

- all pupils make progress in achieving the expected educational outcomes in regard to RSE and Health Education;
- RSE and Health Education is well led, effectively managed and well planned;
- the quality of RSE and Health Education provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

The PSHE/RSE subject leader liaises with Headteacher and external agencies regarding the school RSE and Health Education programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The PSHE/RSE subject leader monitors this policy on a regular basis and reports to SLT and governors, when requested, on the effectiveness of the policy. Parents are consulted on the RSE policy and have the opportunity to express their views. They also must be informed of the limits of their right to withdraw their child from sex education and have the opportunity to do so within these limits.

4.4 Monitoring and Review

The RSE policy will be reviewed on an annual basis. This year, with the impending changes taking place, PSHE subject leader is working with the Deputy Headteacher and Headteacher, to report our findings and recommendations to the full governing body, as necessary, if the policy needs further modification. They will give serious consideration to any comments from parents about the sex education programme, and will make a record

of all such comments. Parents and carers have the right to see sample materials used within the teaching of RSE and Health Education and can do so by prior appointment with a member of staff, or at any open evening the school chooses to hold about this curriculum area. Jigsaw materials can be viewed at any time upon request.

4.5 Equalities

We ensure that we follow The Equality Act 2010 and that our Equality duties are fully met within our curriculum delivery ensuring we eliminate discrimination. Our teaching is accessible to all children including those who are lesbian, gay, bisexual and transgender (LGBT). We believe our inclusive RSE and Health Education will foster good relations between our pupils, help tackle all types of prejudice – including homophobia – and promote understanding and respect.

The school has a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

“Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.” (DfE, 2019)

4.6 Jigsaw Relationship Content

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

	Pupils should know...	How this is taught using the PSHE Jigsaw Curriculum
Families and people who care for 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 (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). how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. the importance of permission-seeking and giving in relationships with friends, peers and adults. 	<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

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

The table in **Appendix 1** shows specific learning intentions for each year group in the 'Relationships' Puzzle.

4.7 Sex Education in Alban Wood school – what should be included and how does Jigsaw provide the solution?

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in the DfE guidance therefore focuses on Relationships Education.

The table in **Appendix 2** shows specific learning intentions for each year group in the 'Changing Me' Puzzle, however Alban Wood has made some changes to ensure it is carried out in line with the school's ethos and demographic.

4.8 Withdrawal from RSE lessons - parents'/carers' right to request their child be excused from Sex Education

Parents/carers have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum Science, and they cannot withdraw from statutory Relationships and Health Education.

At Alban Wood 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 RSE lessons that explicitly teach this:

- Jigsaw Changing Me Puzzle (unit)
 - Year 4 (Having a baby)
 - Year 5 (Conception)
 - Year 6 (Conception, birth)

Those parents/carers wishing to exercise this right should inform KS2 leader and/or Head of School who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the **specific sex education lessons** until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school sex education programme or who wish to deliver sex education to their children at home. **Parents and carers cannot withdraw from any aspect of Relationships Education or Health Education lessons covering the changing adolescent body (puberty). Parents have the right to withdraw their children from the Non-Statutory/Non-Science components of Sex Education within RSE.**

Note that the above paragraph is legally enforceable from September 2020.

4.9 Working with parents and carers

The school values the importance of schools working in partnership with parents and carers. Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, Geography, History, RE, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Parents are given every opportunity to understand the purpose and content of Relationships Education and RSHE. We consider that good communication and opportunities for parents to understand and ask questions about the school's approach can help increase confidence in the curriculum.

4.10 Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSE-related issues are varied. However, while personal views are respected, all RSE issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Co-ordinator if they are concerned.

Our school believes that RSE should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces (lessons) that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. LGBT+ and bullying is dealt with strongly yet sensitively. Our school liaises with parents/carers on this issue to reassure them of the content and context.

Appendix 1: Jigsaw RSE Content showing 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 Families 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 3 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 relationship 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 1	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.

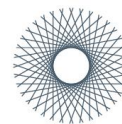
Appendix 2: Jigsaw RSHE Content showing specific learning intentions for each year group in the 'Changing Me' Puzzle, however Alban Wood has made some changes to ensure it is carried out in line with the school's ethos and demographic.

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	This will be a PANTS lesson from the NSPCC You can find more information here	Respect my body and understand which parts are private. (correct names for penis and vagina will be used)
2	This will be a PANTS lesson from the NSPCC repeated from year 1 to consolidate children's understanding of what is private. You can find more information here	Respect my body and understand which parts are private. (correct names for penis and vagina will be used)
3	Piece 4 from Year 1 and 2 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. 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.
	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.
	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.
	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.
	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.
4	Piece 2 Having A Baby	Correctly label the internal and external parts of male and female bodies that are necessary for making a baby. Understand that having a baby is a personal choice and express how I feel about having children when I am an adult.
	Piece 3 Girls and Puberty	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.
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.
	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.
	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.



Alban Wood Primary School and Nursery

PSHE including RSE Policy



AGORA
LEARNING
PARTNERSHIP

We value: Respect, Kindness, Ambition

Work together, learn together, succeed together

6	Piece 2 Puberty	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.
	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.
	Piece 4 Babies – Conception to Birth	Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. Recognise how I feel when I reflect on the development and birth of a baby.
	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.