

Carrdus School

Personal, Social, Health and Economic (including Relationships and Sex) Education Policy

Introduction to Personal, Social, Health and Economic Education Policy

In this and other linked policies, we refer to Personal, Social, Health and Economic Education as PSHEE. Our PSHEE Policy includes our policy towards teaching Relationships and Sex Education.

PSHEE is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, PSHEE develops the qualities and attributes pupils need to thrive as individuals, family members and membership of society.

Under section 78 of the Education Act 2002 and the Academies Act 2010, our PSHEE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at our school and of society
- Prepares pupils at our school for the opportunities, responsibilities and experiences of later life.

Our PSHEE Policy outlines our approach to teaching PSHEE including statutory Relationships Education, compulsory Health Education, as well as our approach to Sex Education.

PSHEE helps us as a school to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve.

Our PSHEE programme makes a major contribution to pupil's Spiritual, Moral, Social and Cultural (SMSC) Development, their behaviour and safety and to our responsibility for promoting their well-being. In addition, the learning provided through our PSHEE programme is essential to safeguarding pupils.

PSHEE equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic well-being. A critical component of PSHEE education is providing opportunities for our pupils to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. PSHEE also equips pupils with economic understanding, preparing them for their adult lives.

PSHEE contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Here, at Carrdus we value PSHEE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

Jigsaw Programme

At Carrdus, to ensure progression and a spiral curriculum, we teach PSHEE through a whole-school approach using the Jigsaw Programme 3-11 to underpin children's development as people and because we believe that this

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also supports their learning capacity. The Jigsaw Programme uses a mindful approach to PSHEE and we tailor it to our children's needs.

To see exactly how the Jigsaw Programme, and therefore our school, meets the statutory Relationships and compulsory Health Education requirements, please see Appendix 3: 'Relationships Education, Health Education and Sex Education in the Primary School; Information for parents and carers', Jigsaw. The Jigsaw Programme offers us a comprehensive, carefully thought-through scheme of work which brings consistency and progression to our children's learning in this vital curriculum area.

The programme also supports the Academic and Personal Development aspects required under the ISI Framework, as well as significantly contributing to the school's safeguarding and equality duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

The Jigsaw Programme is aligned to the PSHEE Association's Programmes of Study for PSHEE and its complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

PSHEE Curriculum Aims

The overarching aim of our PSHEE curriculum is to provide pupils with:

- Accurate and relevant knowledge;
- Opportunities to turn that knowledge into personal understanding;
- Opportunities to practice being mindful so they become more aware of their thoughts and feelings as they arise and can focus their minds on what they choose to focus them on.
- Opportunities to explore, clarify and if necessary, challenge, their own and other's values including our school and British values, attitudes, beliefs, rights and responsibilities;
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible, prosperous and balanced lives;
- An understanding of the nature and consequences of discrimination, teasing, bullying and aggressive behaviours, including cyber bullying, use of prejudice-based language and how to respond and ask for help;
- Teaching that sets out the concept of choices and consequences and that considers 'acceptable' choices leading to learning that will enable our pupils to make their own choices;
- Opportunities to 'live' what is learnt and apply it to everyday situations in our school community.

PSHEE Curriculum Content

Our PSHEE curriculum, delivered using the Jigsaw Programme, contains programmes of study for all year groups, from Nursery to Year 6, which identify the learning outcomes needing to be taught.

In each year there are six puzzles (units) which provide a context to expand children's skills, knowledge and understanding including:

- Being in my World
- Celebrating Difference (including anti-bullying)
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me (including Sex Education)

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To see an outline of the PSHEE curriculum content covered in the Jigsaw Programme, and therefore our school, please see Appendix 2: Jigsaw Puzzles (Units) and Summary of Content Overview. At Carrdus we allocate one hour to PSHEE each week to teach the PSHEE knowledge and skills in a developmental and age-appropriate way. These specific lessons are reinforced and enhanced in many ways including assemblies, our reward system, through relationships child to child, adult to child and adult to adult across the school. Class teachers deliver the weekly lessons to their own classes.

PSHEE Key Teaching and Learning Principles

- Active engagement in learning. Rather than passively receiving information it is most effective in teaching PSHEE for pupils to have opportunities to clarify their values and beliefs and rehearse and develop enquiry and interpersonal skills.
- Not 'content-free'. PSHEE cannot be content free. Pupils need a comprehensive and relevant body of factual information to inform their present and future risk assessment, decision making and management skills.
- Facilitator. Teachers cannot be experts on every issue covered in PSHEE and the role of the teacher is frequently as a facilitator of learning.
- Start from where pupils are. It is likely that pupils will bring prior understanding, almost understanding, misunderstanding or gaps in understanding to any issue explored in PSHEE. It is important that any new topics should start by enabling pupils to share this prior knowledge with teachers.
- Balanced approach. Research shows that scaring children into making healthy choices rarely works and can often back-fire. This does not mean the true consequences of different lifestyle choices should not be made clear, but balance is important. It is important that children are reassured that the majority of young people make positive, healthy lifestyle choices. We teach PSHEE through a spiral programme, revisiting the six themes, whilst increasing the challenge, broadening the scope and deepening pupils' thinking.
- Core themes. Six per year and each lasting half a term. At each encounter, the level of knowledge, understanding and skills are deepened progressively each year. An example of a theme might be 'Healthy Me' which offers opportunities for developing the key concept of a 'Healthy Lifestyle' and the key skills of 'Critical Reflection', 'Decision Making', and 'Managing Risk'. The context might be a healthy eating topic in one year and an avoiding drugs topic in another.
- Learning. Pupils need to 'know about...' 'understand how to ...' and 'be able to...' in terms of their knowledge, understanding and skills. They need to be helped to make connections between the learning they receive in PSHEE and their current and future 'real life' experiences.
- Avoid one off sessions. Whilst Jigsaw identifies a broad range of important issues that pupils should learn about, it is essential that their experiences are not simply a series of 'one-off' disconnected sessions each on a different topic and focusing only on factual content. They need to be relevant and engaging topics that enable them to develop deeper knowledge, understanding and skills.
- Non- polarising debates. We are careful to ensure that we do not set up polarising debates in PSHEE lessons. While there is likely to be debate on whether or not some choices are acceptable, there is likely to be broad agreement that others are not acceptable e.g. hurting others. Lessons are sensitive to a range of views, but we ensure that pupils always have access to the learning they need to stay safe and healthy and protect and enforce their human right.
- External speakers. We believe external speakers and classroom visitors can be very useful to supplement and extend our own teaching and to deepen and enrich our pupils' learning. Learning objectives and outcomes need to be agreed prior to the session and the teacher will remain in charge in terms of classroom management and learning.
- Cross curricular links. Teaching and learning in all other areas of the curriculum complements the teaching and learning in PSHEE.

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- **Questions.** Children's questions will be answered openly and honestly but we consider their prior learning or readiness before we respond. Children should feel able to ask any questions that they wish and that their questions are valued. If necessary, teachers may ask the child to wait for an answer to give time to consult other teachers. Teachers answer questions on behalf of the school, not themselves. Teachers may use a question box in sessions where pupils may be uncomfortable with raising questions in an open setting, enabling them to be answered later.
- **Mindfulness.** We develop mindfulness in three main ways including through the 'Calm Me' time in each PSHEE lesson, through the taught lesson objectives and through the 'Pause Points' within each session.
- **Confidentiality.** Children's learning in PSHEE sessions may result in them seeking advice or support on a specific personal issue. Whilst we will endeavour to provide the best advice and support we possibly can, we cannot guarantee confidentiality to any child in line with our school's Safeguarding policy.
- **Assessment.** This should focus on the learning specific to PSHEE and not on other areas of the curriculum. The skill of critical reflection is at the heart of AfL (formative assessment) in PSHEE lessons.

Creating a safe learning environment

PSHEE works within pupil's real-life experiences. It is therefore essential to establish a safe learning environment with clear 'ground rules' using the Jigsaw Charter and a confidentiality code that is understood by all. During PSHEE lessons, pupils may indicate they are vulnerable or 'at risk'. In these circumstances we will reassure pupils that they will get appropriate support, carefully following the confidentiality code within our Safeguarding Policy; we will not promise confidentiality.

DfE 2019 Guidance re: Relationships, Health and Sex Education and Equality

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education statutory for all pupils receiving primary education including independent schools."

"All primary schools (including independent ones) must have in place a written policy for Relationships Education."

"All primary schools must have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils ... but Sex Education is not compulsory in primary schools. Schools are to determine the content of Sex Education at primary school. Sex Education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'."

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“Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.”

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

Relationships Education

Relationships Education at Carrdus is a statutory requirement to provide. Our Jigsaw programme covers all the DfE’s statutory and ISSR requirements for Relationships and Health Education 2020. As part of PSHEE, using the Jigsaw Programme, we teach the fundamental building blocks and characteristics of positive relationships.

Relationships Education is covered by Jigsaw under the following topics:

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education. It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle (unit) helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

At Carrdus, at the point at which we consider it appropriate to teach our pupils about LGBT+ (Lesbian, Gay, Bisexual, Transgender. The + acknowledges sexualities and gender identities other than lesbian, gay, bisexual and transgender), we ensure this content is fully integrated into the programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. We are free to determine how we do this, and we expect all pupils to have been taught LGBT+ content at a timely point as part of this area of the curriculum. For further explanation as to how we approach teaching children about LGBT+ relationships, as part of the Jigsaw Programme, please see Appendix 4: ‘Including and valuing all children. What does Jigsaw 3-11 teach about LGBT+ relationships?’, Jigsaw.

Health Education

Health Education at Carrdus is a compulsory requirement to provide. It is not a statutory requirement to provide but, as we are an independent school, it is a compulsory requirement in order to meet the Independent School Standards, as set out in the Education (Independent School Standards) Regulations 2014. Our Jigsaw programme covers all the DfE’s statutory and ISSR requirements for Relationship and Health Education 2020.

Health Education is covered by Jigsaw under the following topics:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention

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- Basic First Aid
- Changing adolescent body

The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education. It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the compulsory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Sex Education

As already stated, The DfE **recommends** that all primary schools have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils, however it also states that Sex Education is **not compulsory** in primary schools.

At Carrdus, we determine the content of Sex Education at our school. We 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 – the facts about human reproduction and how a baby is conceived and born, before they leave. Puberty is taught as a **statutory requirement** of Health Education.

We teach Sex Education through our Jigsaw PSHEE Programme in the ‘Changing Me’ Puzzle (unit).

In line with DfE guidance, parents have the right to request that their child be withdrawn from some or all of Sex Education delivered through their PSHEE curriculum, as part of statutory Relationships and Sex Education. The school will inform parents of this right by writing to them before the ‘Changing Me’ Puzzle (unit) is taught including:

- Year 4, Lesson 2 (Having a baby)
- Year 5, Lesson 4 (Conception)
- Year 6, Lesson 3 (Conception, birth)

Economic Education

We enable children to develop good economic understanding through our PSHEE programme extended with a range of activities, including our Year 6 charity sales and in class projects.

British Values

At Carrdus, we always promote British Values (Appendix 1) through our PSHEE curriculum; they contribute to our pupils’ SMSC development. Our PSHEE schemes of work ensure we cover these values during lessons; we display them in each classroom. During PSHEE sessions we will also teach children a broad range of values. We do not promote partisan political views in teaching PSHEE or in any other areas of the curriculum but ensure that we offer our pupils a balanced presentation of opposing political views.

School Values

At Carrdus, we promote our School Values (Appendix 1) of tolerance, respect and honesty at every opportunity, including through our PSHEE curriculum; they contribute to our pupils’ SMSC development.

In terms of respect, we promote the notion of respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

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Our PSHEE scheme of work ensures we cover our School Values during lessons; we display them in each class room. During PSHEE sessions we will also teach children a broad range of values.

School ethos and aims

This policy is informed by our school's overall ethos and aims. We are committed to broad outcomes for every child and we consider our school's ethos and aims when planning sessions from our PSHEE curriculum programmes of study.

Links to other policies and DfE and PSHEE Association guidance

Our PSHEE policy is linked to, and supports our school's policies for Spiritual, Moral, Social and Cultural (SMSC) Development, Anti-Bullying, Behaviour, Safeguarding, Equality, Drug Education and Relationship and Health Education.

Our PSHEE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education 2022 (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- Relationships and Sex Education (RSE) and health education.

Jigsaw PSHEE supplementary documents

Jigsaw PSHEE supplementary documents supporting this policy:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)
- 'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'
- Jigsaw Puzzles (Units) and Summary of Content Overview
- Jigsaw's 'Relationships Education, Health Education and Sex Education in the Primary School; Information for parents and carers'

Equality

This policy will inform our school's Equality, Diversity and Inclusion Policy.

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In line with that policy, we do not discriminate against any of the following protected characteristics including age, disability, gender reassignment, marriage/civil partnership, pregnancy and maternity, race, religion/belief or sexual orientation. We promote the needs and interests of all our pupils irrespective of their age, educational need and disability, race, religion/belief, ethnicity/nationality/culture or gender.

PSHEE must be accessible to every pupil and our teaching takes into account any of these characteristics, it promotes social learning and we use it to address issues of diversity and equality. Our PSHEE programme of study reflects the universal needs of all children, as well as the specific needs of the children in our school.

The Governing Body has responsibility under the Equalities Act 2010 to ensure that our school strives to do the best for all our pupils and that our PSHEE provision is sensitive to the different needs of individual pupils; it may need to adapt if the needs of our pupils change over time.

Parents

The most powerful PSHEE is a collaboration between school and home; parents and carers can find this policy on our school website. The Head gives serious consideration to any comments from parents, with whom this policy is shared, about this PSHE (inc Relationships and Sex) Education Policy, as well as information about the Jigsaw Programme, keeping a record of all such comments.

Monitoring and Review

This policy is monitored and reviewed by the Head and Head of PSHEE annually. The Head reports her findings and recommendations to the Carrdus Committee of Governors, who scrutinise and ratify this policy, as well as materials used for teaching, to check they are in accordance with the school's ethos.

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Appendix 1: Values

British Values

At Carrdus we teach our children about the following British values:

- Understand how citizens can influence decision making through the democratic process.
- Appreciate that living under the rule of law protects individual citizens and is essential for their well-being and safety.
- Understand that there is a separation of power between the executive (government) and the judiciary (courts), and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts are independent.
- Understand that the freedom to hold other faiths and other beliefs is protected in law.
- Accept that people having different faiths or beliefs to themselves (or having none) should be accepted, tolerated and respected, and should not be the cause of prejudice or discrimination. Understand the importance of identifying and combating discolouration.

School Values

At Carrdus we promote the following three key values at all times:

- Tolerance
- Honesty
- Respect

Appendix 2: Jigsaw Unit (Puzzle) and Summary of Content Overview

This policy refers to all sections of Carrdus including EYFS

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Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Appendix 3: Relationship and Sex Education in the Primary School; A Jigsaw Guide for Parents and Carers

Relationships and Sex Education (RSE), along with Health Education, has recently formed part of the National Curriculum and these changes are now compulsory in all primary schools in England. At Carrdus School, we will be covering this content within our PSHEE lessons. For primary aged children this includes curriculum content under two headings (DfE 2019):

Relationships Education

LM 01.09.22
Reviewed 23.05.23
To be reviewed by June 2024

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- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships

Health Education

- Mental Wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Being safe
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

The purpose of this new curriculum is to provide children with the knowledge and understanding of safe and healthy relationships based on respect. It is also to help children from all backgrounds of life develop safe and healthy relationships throughout life, and to thrive in modern Britain. There are four main aims for teaching RSE within the context of Primary School PSHEE (Personal, Social, Health and Economic Education):

- More than ever before, children are exposed to representations of sex and sexuality through the social culture around them. The unregulated content on the internet or social media, can mean children may be exposed to dangerous, confusing or scary content. We can prepare them for this by presenting a balanced view of positive healthy relationships to help them to be discerning and to stay safe.
- There is much independent research showing most parents and carers value the support of schools in providing Relationship and Sex Education for their children. Parents and schools want children to be safe and happy.
- A range of independent research consistently shows that effective Relationship Education delays first sexual experience and reduces risk-taking in young people.
- Surveys of children and young people, as well as Ofsted, have repeatedly said that Relationship and Sex Education tends to be “too little, too late and too biological”. This is one of the many reasons why the Department for Education is making Relationships and Health Education compulsory in primary schools from September 2020, with an emphasis on Relationships Education.

Jigsaw’s ‘Changing Me’ unit is taught over a period of 6 weeks, usually in the second half of the summer term. Each year group will be taught appropriate to their age and developmental stage, building on the previous years’ learning. Please note: at no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home. The question will not be answered to the child or class if it is outside the remit of that year group’s programme.

The Changing Me Puzzle is all about coping positively with change and includes:

- Ages 3-5 Growing up: how we have changed since we were babies.
- Ages 5-6 Boys’ and girls’ bodies; correct names for body parts.
- Ages 6-7 Boys’ and girls’ bodies; body parts and respecting privacy (which parts of the body are private and why this is).

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- Ages 7-8 How babies grow and how boys' and girls' bodies change as they grow older. Introduction to puberty and menstruation.
- Ages 8-9 Internal and external reproductive body parts. Recap about puberty and menstruation. Conception explained in simple terms.
- Ages 9-10 Puberty for boys and girls in more detail including the social and emotional aspects of becoming an adolescent. Conception explained in simple biological terms.
- Ages 10-11 Puberty for boys and girls revisited. Understanding conception to the birth of a baby. Becoming a teenager.

All lessons are taught using correct terminology, child-friendly language and diagrams. Please contact the school office if you would like a handout with further details on our approach to teaching about Relationships and Sex Education.

Appendix 4: Including and valuing all children. What does Jigsaw 3-11 teach about LGBT+ relationships?

Our experience shows us that children are good at accepting and looking past differences to the person. They are happy to be friends with/work with any peer they like and feel comfortable with, regardless of the differences that might be apparent. Of course, difference is sometimes used as a source of bullying and Jigsaw works hard to alleviate this. So, firstly, it is important to state that Jigsaw nurtures positive and healthy relationships across the school community. It is concerned that all children understand what makes a relationship positive and healthy and can recognise and get help if they are experiencing something unhealthy etc. The starting point is building a positive, respectful relationship with self, engendering a sense of belonging and inclusion. This work begins in the Being Me in My World Puzzle (unit) in all year groups and is reinforced throughout. Therefore, there is minimal focus on sexual orientation and gender identity in the age 3 -11 programme; enough to enable children to understand the meaning of the words lesbian, gay, bisexual, transgender and heterosexual. At no point in this work is there any mention of sexual activity. It is about people and who they love, are attracted to and may want to marry or spend their lives with. This work is about alleviating stereotyping, accepting and respecting all people and celebrating differences of all sorts. In this way we aim to value and include all children and all family compositions, not to mention all teachers and members of the school community, thus equipping children for life in the UK today. Please contact the school office if you would like a handout with further details on our approach to teaching about LGBT+ relationships.