



GREAT EASTON C of E VA PRIMARY SCHOOL

Policy for Personal, Social, Health Education and Relationships, Sex and Health Education

Our School Vision:

We are God's children and global citizens. We will be bold enough to use our voices, brave enough to evoke change in the world and strong enough to stand up for what is right. We are valued and are part of a Christian family that grows together in faith, love and kindness.

'Let all that you do be done in love'. (1 Corinthians 16:14)

Love of learning, life and living.

Associated values: Courage, Compassion, Forgiveness and Joy.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

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| This Policy was reviewed and amended and Staff were consulted on this document in: | September 2023 |
| The policy was ratified by the Governing Body in: | 11 th September 2023 |

PSHE

At Great Easton Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

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 overview of the programme can be seen within this policy or on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects evaluated under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

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

"This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools."

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

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

Secretary of State Foreword DfE Guidance 2019 p.4-5

Effective Relationship, Sex and Health Education (RSE) can make a significant contribution to the development of the personal skills required by pupils to establish and maintain relationships. It is essential for supporting young people to make responsible and well-informed decisions about their lives. Our supporting programme of study, *Jigsaw*, offers a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme is included on pages 5-7. RSE promotes the spiritual, moral, cultural, mental and physical developments of pupils at Great Easton Primary School, preparing them for the opportunities, responsibilities and experiences of later life.

At Great Easton Primary School, everyone will be treated with dignity as all people who are made in the image of God and are loved equally by God. All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; where bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential.

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

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to children's needs. The mapping document: [jigsaw-3-11-and-rshe-overview-map.pdf](#) shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported. Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance) [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline) [Respectful School Communities Self-Review and Signposting Tool \(educateagainsthate.com\)](#)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils) [Behaviour in schools - GOV.UK \(www.gov.uk\)](#)
- Equality Act 2010 and schools [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](#)
- SEND code of practice: 0 to 25 years (statutory guidance) [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#)
- Alternative Provision (statutory guidance) [Alternative provision - GOV.UK \(www.gov.uk\)](#)
- Mental Health and Behaviour in Schools (advice for schools) [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](#)
- Social, emotional and mental wellbeing in primary and secondary education. (NICE guidance) [Overview | Social, emotional and mental wellbeing in primary and secondary education | Guidance | NICE](#)
- Promoting and supporting mental health and wellbeing in schools and colleges (guidance for schools and colleges) [Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK \(www.gov.uk\)](#)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) [Preventing bullying - GOV.UK \(www.gov.uk\)](#)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts) [Advice and guidance | Equality and Human Rights Commission \(equalityhumanrights.com\)](#)

- 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) [Promoting fundamental British values through SMSC - GOV.UK \(www.gov.uk\)](http://www.gov.uk))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development). [Regulating independent schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE. [pshe-association-programme-of-study-2020-map.pdf](http://www.pshe.org.uk)

It is also aligned with the Church of England's "A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)" [Relationships, Sex and Health Education | The Church of England](http://www.churchofengland.org) and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, [second edition updated summer 2019](http://www.churchofengland.org)). [Layout 1 \(churchofengland.org\)](http://www.churchofengland.org)

What do we teach when and who teaches it?

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year. Please see Appendix 1 for full overview. Teachers use a rolling programme to teach mixed-age classes (excluding Summer units). Please check with the subject leader to confirm which 'Age Group' is taught each year.

| Term | Puzzle (Unit) | Content |
|------------------|------------------------|--|
| Autumn 1: | Being Me in My World | Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established. |
| Autumn 2: | Celebrating Difference | Includes anti-bullying (cyber and homophobic bullying included) and understanding |
| Spring 1: | Dreams and Goals | Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society |
| Spring 2: | Healthy Me | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise |

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| Summer 1: | Relationships | Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss |
| Summer 2: | Changing Me | Includes Relationships and Sex Education in the context of coping positively with change |

At Great Easton School we allocate 1 hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. We aim to 'live' what is learnt and apply it to everyday situations in the school community. Class teachers deliver the weekly lessons to their own classes. In the summer term, classes split into straight year groups to be taught the Relationships and Changing Me units.

Relationships Education

Relationships Education is learning about how to:

- Be appreciative of existing relationships; form new healthy friendships; and enjoy strong positive, caring, relationships with good boundaries, online and in person.

This will particularly refer to family relationships (including marriage), friendships and relationships with peers and adults.

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

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

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

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

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

Health Education

Health education is learning about physical health and mental wellbeing so that pupils can make wise choices to ensure their own flourishing and the flourishing of others.

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

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

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

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the ‘Changing adolescent body’ strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools ‘have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, ‘Sex Education is not compulsory in primary schools’. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education ‘should ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born’.

At Great Easton Primary School, we believe children should understand the facts about human reproduction before they leave primary school.

We define Sex Education as learning how babies can be made and the emotions that people experience when they are ready for close intimacy.

“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

In our school, puberty is taught as a statutory requirement of Health Education and covered by our jigsaw PSHE Programme in the ‘Changing Me’ Puzzle (unit). We conclude that sex education refers to Human reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

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

The school will inform parents of this right via email and Class Dojo in our curriculum share letters before the Changing Me Puzzle is taught.

Monitoring

The PSHE Co-ordinator and SLT are responsible for monitoring the standards of children's work and the quality of teaching. They support colleagues in the delivery of RSE through PSHE, by giving them information about current developments in the subject.

Equality

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics."

It also asserts:

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

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

At Great Easton Primary School we promote respect for all and value every individual child.

We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see:

[rshe-a-guide-for-parents-and-carers-leaflet-2020.pdf \(windows.net\)](#)

How can parents and carers help?

We aim to work in partnership with parents and carers to ensure children receive quality Relationships and Health Education. Within the Community Area of Jigsaw's website, there are resources and leaflets for parents and carers explaining Jigsaw PSHE in general and the RSHE materials specifically. Parents can contribute to the teaching of RSE at home through relevant RSE books (please see appendix 2).

Appendix 1 - Jigsaw Curriculum Overview

Jigsaw PSHE 3 -11/12 Content Overview



| 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 |

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|-----------------------------|--|---|---|--|--|--|
| <p>Ages 7-8</p> | <p>Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</p> | <p>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</p> | <p>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</p> | <p>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</p> | <p>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</p> | <p>How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p> |
| <p>Ages 8-9</p> | <p>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</p> | <p>Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions</p> | <p>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p> | <p>Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p> | <p>Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals</p> | <p>Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</p> |
| <p>Ages 9-10</p> | <p>Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating</p> | <p>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</p> | <p>Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p> | <p>Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour</p> | <p>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</p> | <p>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</p> |

**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 2 - Books to Support Teaching of RSE at Home

| Books that can support Relationships and Sex Education in the Classroom | | | |
|---|--|---|------------------------------------|
| Title | Author | Brief Description | Suitable for |
| Great Answers to Difficult Answers About Sex | Linda Goldman | This guide offers practical, age-appropriate advice for parents and care-givers; useful to counsellors and other professionals working with children | Parents/ carers |
| Living with a Willy | Nick Fisher | Great, straightforward information about growing up and puberty for Boys | Parents/ Carer Y6 and above |
| Everything You Ever Wanted to Ask About Willies and Other Boys' Bits | Tricia Kreitman, Dr Neil Simpson and Dr Rosemary Jones | "A clear approachable guide, providing all the facts boys need and want about this mysterious and unpredictable part of their anatomy." | Parent/ carer Y6 and above |
| Mummy Laid an Egg! | Babette Cole | Mum and Dad decide it is time their children knew the facts of life, but what they tell them is a load of rubbish! Looks like it's up to the children to put Mum and Dad right on a few things ... | Parent/ Carer KS2 |
| Your Mummy Ate My Football | Lynwen Jones | This non-fiction book uses clear language and fun cartoons to explain how babies are made and how they need to be cared for once they are born. It uses the correct vocabulary for body parts in a non-threatening way that means these topics can be dealt with sensitively and accurately. It is designed for Foundation and Key Stage 1 children. | KS1 |
| Boys and Girls | Lynwen Jones | This non-fiction book has been written for Foundation and Key Stage 1, using clear language and fun cartoons to dispel myths surrounding gender stereotypes and is a gentle introduction into understanding differences between boys' and girls' bodies. It uses the correct vocabulary for body parts in a non-threatening way that means these topics can be dealt with sensitively and accurately. | Foundation KS1 |
| Everything you Ever Wanted to Ask About Periods | Tricia Kreitman, Dr Fiona Finlay, Dr Rosemary Jones | This book tells you everything you need to know about periods and answers all the questions that thousands of real girls have asked. Great, straightforward information about growing up and puberty for Girls | Parents/ Carers Y5 and above |

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| Asking About Sex and Growing Up | Joanna Cole | Writing especially for preteens, the author uses a question-and-answer format to offer straightforward information on a wide variety of subjects related to sex and puberty. | Parents/ carers Y5 and above |
| A Quiet Night In (The Large Family) | Jilly Murphy | It's Mr Large's birthday and Mrs Large is planning a quiet night in - without any children. But in the Large household, things rarely go as planned! | KS1 |
| Amazing Grace | Mary Hoffman, Caroline Birch | Grace loves to act out stories. When her school plans a performance of Peter Pan, she longs to play Peter, but her classmates say that he was a boy, and besides he wasn't black ... | KS1/2 |
| The Huge Bag of Worries | Virginia Ironside | This funny and reassuring story from Virginia Ironside will appeal to all children who have occasional worries of their own. | KS1 / KS2 |
| How are babies made? | Alastair Smith | Discover how a baby forms inside its mother; Lift the flaps on the pages to see the baby changing as it grows...and...and grows! | KS1 |
| My Parents Picked Me! | Pat Thomas and Lesley Harper | A First Look at Adoption: explores the issue of adoption in a reassuringly simple way. The fears, worries and questions that children have on this experience are examined. | KS1 /KS2 |
| Hair in Funny Places | Babette Cole | Ted has seen many children grow up. In his wise but wildly funny way he explains how Mr and Mrs Hormone mix their outrageous potions that turn children into adults ... with the best results of course! | KS2 |
| It's Okay to be Different | Todd Parr | It's Okay to be a different colour; It's Okay to be different; What's different about YOU? | KS1 |
| Sex, Puberty and All that Stuff | Jacqui Bailey | Everything you might ever have wanted to know about: Spots, Kissing, Condoms, Feelings, Friends, Hormones, Periods, Dating ... | KS2 |
| Tell Me Again about the Night I was Born | Jamie Lee Curtis | A true story of adoption A pitch perfect celebration of true family values; "Radiate love and reassurance." | KS1 / KS2 |
| We Belong Together | Todd Parr | A book about adoption and families. | KS1 |
| Princess Smartypants | Babette Cole | Princess Smartypants does not want to get MARRIED. She enjoys being a Ms. But being a rich and pretty princess means that all the princes want her to be their Mrs. | KS1 / Lower KS2 |
| Long live Princess Smartypants | Babette Cole | When Princess Smartypants decides it would be lovely to have a BABY there isn't much that can stand in her way - certainly not her aversion to princes! | KS1 / Lower KS2 |

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| and Tango makes three | Justin Richardson and Peter Parnell | Based on a true story of a pair of male penguins at the Bronx Zoo bonding and treating a stone like an egg , this charming and heart-warming tale proves that all you need to make a family is love. | KS2 |
| Bad Habits | Babette Cole | Lucretzia Crum is a little monster with big bad habits. Now she wants to have a birthday party. But all the big monsters turn up and they're really, really bad! | KS1 / KS2 |
| When Parents Separate | Peter Sanders and Steve Myers | Choices and Decisions tackles the social issues that concern young readers today. | KS2 |
| Keeping Healthy Relationships | Carol Ballard | Discover how to keep healthy by developing good relationships with people around us. | KS2 |
| How Did I Begin? | Mick Manning & Brita Granstroem | "An award-winning partnership... provides an excellent starting point for those inevitable children's questions about the facts of life." | KS1 |
| Frog in Love | Max Velthuijs | Frog is feeling most unwell. He keeps getting hot, then cold, and something inside his chest is going 'thump, thump'. Hare says it means he's in love! But who with? And how can he show his devotion - perhaps by performing the biggest jump ever? | KS1 |
| Little Rabbit Foo Foo | Michael Rosen | He's wild, he's wicked, he's Little Rabbit Foo-Foo! The bully-boy bunny likes nothing better than to ride through the forest bopping everyone on the head. Wiggly worms, tigers, no one is safe. But here comes the Good Fairy - and she is not amused! | KS1 |
| It's Different for Me! | Teacher's guide | A resource for Key Stage 2 - Sex & Relationships Education, supporting the Literacy Hour | KS2 |
| Who's in a Family? | Robert Skutch | Who's in a family? The people you love the most! | KS1 |
| Leon and Bob | Simon James | Leon is new and town and doesn't know anyone until he makes friends with Bob. No one else can see Bob, but Leon knows he's there. Then, a new boy moves next door and Leon wants to make friends--but can he do it without Bob beside him? A great story about making friends | KS1 |
| The Family Book | Todd Parr | Open this book to read about all different kinds of families! | KS1 |
| Where Willy Went | Nicholas Allan | A hilariously funny story about the facts of life for five to seven year olds | KS1 (and beyond!) |
| Speakeasy: talking with your children about growing up | FPA : Foreward by Dr Miriam Stoppard | Talking with your children about growing up | Parents/ Carers |

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| Check out the bare facts: boys and Check out the bare facts: girls | Available from the HPS Information and Resource Centre | These puberty leaflets aimed at upper KS2 are for use in supporting sex education lessons. They cover body changes, spots, periods, erections, etc. | KS2 |
| Something else, | Cave, K. and Riddle, C., | A book about differences and friendships | KS1 |
| Billy and the baby | Bradman, T. and Breeze, L | A good book to use to look at family changes when a new sibling appears and as an introduction to where babies come from. | KS1 |
| Not now, Bernard | McKee, D. (2005) | London: Andersen Press. Bernard can't find a way to make his parents stop and listen to what he is saying - that there is a monster in the garden. A classic story which can be used to look at emotions and feelings. | KS2 |
| Let's talk about where babies come from | Harris H. R. and Emberley, M | Approved by the fpa, this book answers the many questions most children have about babies, bodies, love, sex and reproduction. Suitable for ages 8 to 12. A good book to have parents to borrow to take home and read with their children | Parents /carers |
| Let's talk about sex: growing up, changing bodies, sex and sexual health, | Harris, Robie H. and Emberley, Michael | Approved by the fpa, this book is illustrated throughout with witty but always accurate cartoons. It tells pre-teens what they need to know about sex. Suitable for ages 10 to 14. Another book to make available for parents to borrow | Parents/ carers |
| Making a Baby: An Inclusive Guide to How Every Family Begins | Greener R and Owen C (2021) | In this honest, accessible illustrated guide to how babies are made, young readers can find out exactly what is needed to grow a baby, from introducing the basic building blocks of life such as sperm and eggs, to explaining the different ways that these building blocks can be put together to create a family. Working closely with a leading LGBTQ+ organisation, this inclusive guide covers sex, sperm and egg donation, IUI, IVF, surrogacy and adoption, as well as explaining how a baby grows in the womb and different kinds of births including c-sections. | 6-10 years |

Appendix 3 - DfE Guidance 2019

Relationships Education in Primary schools

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

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

| | Pupils should know... | How Jigsaw provides the solution |
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| Families and people who care for me | <ul style="list-style-type: none"> ● R1 that families are important for children growing up because they can give love, security and stability. ● R2 the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. ● R3 that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. ● R4 that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. ● R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. | <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 |

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| | <p>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).</p> <ul style="list-style-type: none"> • R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed | |
| Caring friendships | <ul style="list-style-type: none"> • R7 how important friendships are in making us feel happy and secure, and how people choose and make friends • R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded • R10 that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Being Me in My World • Celebrating Difference • Relationships |
| Respectful relationships | <ul style="list-style-type: none"> • R12 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • R13 practical steps they can take in a range of different contexts to improve or support respectful relationships • R14 the conventions of courtesy and manners • R15 the importance of self-respect and how this links to their own happiness | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Being Me in My World • Celebrating Difference • Dreams and Goals • Healthy Me • Relationships • Changing Me |

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| | <ul style="list-style-type: none"> ● R16 that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority ● R17 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help ● R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive ● R19 the importance of permission-seeking and giving in relationships with friends, peers and adults | |
| Online relationships | <ul style="list-style-type: none"> ● R20 that people sometimes behave differently online, including by pretending to be someone they are not. ● R21 that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. ● R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. ● R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. ● R24 how information and data is shared and used online. | <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"> ● R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ● R26 about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. ● R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> ● Relationships ● Changing Me ● Celebrating Difference |

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| | <ul style="list-style-type: none">● R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.● R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.● R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard,● R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.● R32 where to get advice e.g. family, school and/or other sources. | |
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Physical health and mental well-being education in Primary schools - DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

| | Pupils should know | How Jigsaw provides the solution |
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| Mental wellbeing | <ul style="list-style-type: none"> ● H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. ● H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. ● H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. ● H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ● H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. ● H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. ● H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. ● H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> ● Healthy Me ● Relationships ● Changing Me ● Celebrating Difference |

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| | <ul style="list-style-type: none"> ● H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental well-being or ability to control their emotions (including issues arising online). ● H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. | |
| <p>Internet safety and harms</p> | <ul style="list-style-type: none"> ● H11 that for most people the internet is an integral part of life and has many benefits. ● H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. ● H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. ● H14 why social media, some computer games and online gaming, for example, are age restricted. ● H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. ● H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. ● H17 where and how to report concerns and get support with issues online. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> ● Relationships ● Healthy Me |

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| Physical health and fitness | <ul style="list-style-type: none"> ● H18 the characteristics and mental and physical benefits of an active lifestyle. ● H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. ● H20 the risks associated with an inactive lifestyle (including obesity). ● H21 how and when to seek support including which adults to speak to in school if they are worried about their health. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> ● Healthy Me |
| Healthy eating | <ul style="list-style-type: none"> ● H22 what constitutes a healthy diet (including understanding calories and other nutritional content). ● H23 the principles of planning and preparing a range of healthy meals. ● H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> ● Healthy Me |
| Drugs, alcohol and tobacco | <ul style="list-style-type: none"> ● H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> ● Healthy Me |
| Health and prevention | <ul style="list-style-type: none"> ● H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. ● H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> ● Healthy Me |

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| | <ul style="list-style-type: none"> ● H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. ● H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. ● H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. ● H31 the facts and science relating to immunisation and vaccination | |
| Basic first aid | <ul style="list-style-type: none"> ● H32 how to make a clear and efficient call to emergency services if necessary. ● H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> ● Healthy Me |
| Changing adolescent body | <ul style="list-style-type: none"> ● H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. ● H35 about menstrual wellbeing including the key facts about the menstrual cycle. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> ● Changing Me ● Healthy Me |