

# PSHE Policy

Personal, Social, Health Education  
including

Relationships and Health Education statutory from September 2020,  
and our position on Sex Education)

**Templewood Primary School**

**Katherine Martindill**

**Headteacher**

**Together we can, together we will**

## Policy March 2024 – March 2025

### **Personal, Social and Health Education and Citizenship Policy (including Relationships and Health Education statutory from September 2020, and our position on Sex Education)**

(See also Behaviour Policy; Drugs; Health and Safety; Sex and Relationship Education; Science)

#### **Context**

All schools must 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.

#### **PSHE**

At Templewood School, we teach Personal, Social, and 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 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 agenda 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."

“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

“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.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Here, at Templewood School 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 statutory Relationships and Health Education, \*\*jigsaw-3-11-and-rshe-overview-map.pdf \(windows.net\)\*\*](#), 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 \(www.gov.uk\)](#)

- [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 \(www.gov.uk\)](#)

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE. [pshe-association-programme-of-study-2020-map.pdf](#)

### ***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.

| <b>Term</b>      | <b>Puzzle (Unit)</b>   | <b>Content</b>   |
|------------------|------------------------|--|
| <b>Autumn 1:</b> | 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.           |
| <b>Autumn 2:</b> | Celebrating Difference | Includes anti-bullying (cyber and homophobic bullying included) and understanding  |
| <b>Spring 1:</b> | 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              |
| <b>Spring 2:</b> | Healthy Me             | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise |
| <b>Summer 1:</b> | Relationships          | Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss      |
| <b>Summer 2:</b> | Changing Me            | Includes Relationships and Sex Education in the context of coping positively with change   |

At Templewood School we allocate up to 1 hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies, through our therapeutic approach to behaviour support policy, praise, through relationships child to child, adult to child and adult to adult across the school. 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.

## **Relationships Education**

### ***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.

## **Health Education**

### ***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 Templewood School we define 'Sex Education' as understanding human reproduction. Sex Education is part of our PSHE/RSE curriculum and we teach it through the Jigsaw 'Changing Me' topic. Please note that animal reproduction is a statutory element of the Year 5 Science curriculum and at Templewood School we deliver this including human reproduction in the Spring Term.

## **Parents' right to request their child be excused from Sex Education**

"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

At Templewood 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 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 3 (Conception, birth)

The school will inform parents of this right by the end of Summer 1 before the Changing Me Puzzle is taught. (Appendix 2)

### **Monitoring and Review**

The governing body monitors this policy annually and reports its findings and recommendations to the school as necessary, if the policy needs modification. The governing body gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments.

### **Equality**

#### **This policy will inform the school's Equalities Plan.**

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..

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they 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”.

At Templewood 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:

Jigsaw PSHE supplementary documents needed to explain this policy:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document) [jigsaw-3-11-and-rshe-overview-map.pdf \(windows.net\)](#)
- Including and valuing all children. What does Jigsaw teach about LGBT+ relationships? [rshe-a-guide-for-parents-and-carers-leaflet-2020.pdf \(windows.net\)](#)

## Relationships Education in Primary schools (Appendix 1) – DfE Guidance 2019

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:

|  | <b>Pupils should know...</b>  | <b>How Jigsaw provides the solution</b>  |
|--|---|--|
| <b>Families and people who care for me</b> | <ul style="list-style-type: none"> <li>• R1 that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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. 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).</li> <li>• 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</li> </ul> | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul> |

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|---------------------------------|---|--|
| <b>Caring friendships</b>       | <ul style="list-style-type: none"> <li>• R7 how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>   | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Being Me in My World</li> <li>• Celebrating Difference</li> <li>• Relationships</li> </ul>  |
| <b>Respectful relationships</b> | <ul style="list-style-type: none"> <li>• 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</li> <li>• R13 practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• R14 the conventions of courtesy and manners</li> <li>• R15 the importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• R19 the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul> | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Being Me in My World</li> <li>• Celebrating Difference</li> <li>• Dreams and Goals</li> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> </ul> |
| <b>Online relationships</b>     | <ul style="list-style-type: none"> <li>• R20 that people sometimes behave differently online, including by pretending to be someone they are not.</li> </ul>  | <p>All of these aspects are covered in lessons within the Puzzles</p>  |

|                   |   |  |
|-------------------|---|--|
|                   | <ul style="list-style-type: none"> <li>• 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.</li> <li>• R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• R24 how information and data is shared and used online.</li> </ul>   | <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>   |
| <b>Being safe</b> | <ul style="list-style-type: none"> <li>• R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• R32 where to get advice e.g. family, school and/or other sources.</li> </ul> | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul> |

## 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:

|                         | <b>Pupils should know</b>   | <b>How Jigsaw provides the solution</b>  |
|-------------------------|---|--|
| <b>Mental wellbeing</b> | <ul style="list-style-type: none"> <li>• H1 that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• 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.</li> <li>• H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>• H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• 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.</li> </ul> | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul> |

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|                                    | <ul style="list-style-type: none"> <li>• H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>• 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).</li> <li>• 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.</li> </ul>  |   |
| <b>Internet safety and harms</b>   | <ul style="list-style-type: none"> <li>• H11 that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• 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.</li> <li>• H14 why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• H17 where and how to report concerns and get support with issues online.</li> </ul> | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy Me</li> </ul> |
| <b>Physical health and fitness</b> | <ul style="list-style-type: none"> <li>• H18 the characteristics and mental and physical benefits of an active lifestyle.</li> </ul>  | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>                          |

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|-----------------------------------|--|--|
|                                   | <ul style="list-style-type: none"> <li>• 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.</li> <li>• H20 the risks associated with an inactive lifestyle (including obesity).</li> <li>• H21 how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>  |  |
| <b>Healthy eating</b>             | <ul style="list-style-type: none"> <li>• H22 what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• H23 the principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>  | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul> |
| <b>Drugs, alcohol and tobacco</b> | <ul style="list-style-type: none"> <li>• H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>  | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul> |
| <b>Health and prevention</b>      | <ul style="list-style-type: none"> <li>• H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• 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.</li> <li>• H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• H31 the facts and science relating to immunisation and vaccination</li> </ul> | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul> |
| <b>Basic first aid</b>            | <ul style="list-style-type: none"> <li>• H32 how to make a clear and efficient call to emergency services if necessary.</li> <li>• H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>  | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul> |

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| <p><b>Changing adolescent body</b></p> | <ul style="list-style-type: none"> <li>• H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• H35 about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul> | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Changing Me</li> <li>• Healthy Me</li> </ul> |
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## **Appendix 2**

### **Information about the this term's Personal, Social, Health Education, which includes Relationships and Changing Me**

Dear Parents/Carers,

At Templewood we use Jigsaw, the mindful approach to PSHE, as our scheme of work to teach PSHE (Personal, Social, and Health Education). The programme consists of 6 half-term units, each with 6 lessons. We call these Jigsaw 'Puzzles'. (Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me).

In the first half of the Summer Term we will be teaching the Relationships Topic. Relationships Education is statutory (DfE Guidance 2019) and parents cannot withdraw their children from it.

We develop positive relationships throughout the school year and through each Jigsaw Puzzle, but there is a more specific focus on this in this Unit of Work, with children learning about different relationships we have with our friends, family and communities (including staying safe online), and how these relationships change as we grow.

In the second half of the Summer Term we will be teaching the 'Changing Me' Puzzle. This helps children learn to cope positively with all sorts of change. In Key Stage 2 they will learn about puberty in this Puzzle. In Key Stage 1 we introduce scientific terminology for body parts, including genitalia, partly for safeguarding reasons and partly to lay the foundations for learning about puberty later.

The purpose of this letter is to inform you of the statutory requirements placed on schools, and what we plan to teach when for this topic in PSHE this term.

The government statutory guidance gives parents the right to request to withdraw their child from Sex Education, and this letter explains more about what Sex Education is and how you can find out more about this if you wish to.

We also want to share with you how we are adapting the scheme to suit the needs of our school community.

## **Health, Relationship and Sex Education**

Health and Relationship Education is statutory in all primary schools, and it is recommended that all primary schools have a Sex Education programme that is tailored to the age of the pupils.

The Health and Relationship curriculum content is woven throughout the entire programme of Jigsaw, with a specific focus within the 'Healthy Me' and 'Relationships' Puzzles.

In the Early Years and Key Stage 1, the focus is on life cycles, valuing our own bodies and learning some vocabulary for the external body parts that we might use if we needed to talk to an adult such as a nurse or a doctor.

In Key Stage 2, there is a particular focus on the Health Education element of puberty in (including menstruation) and the changes that happen inside and outside the body. This is taught in a way that helps pupils feel prepared for the main changes that happen before puberty starts, and to encourage them to talk to an adult at home or at school if they have any questions.

At Templewood School we define 'Sex Education' as understanding human reproduction. Sex Education is part of our PSHE/RSE curriculum and we teach it through the Jigsaw 'Changing Me' topic. Please note that animal reproduction is a statutory element of the Year 5 Science curriculum and at Templewood School we deliver this including human reproduction in Spring Term.

### **The right to withdraw**

As parents you have the right to withdraw your child from the non-statutory elements of our teaching. These will be the lessons on human reproduction (please refer to the contents table below for the exact lessons). You are unable to withdraw your child from any lessons within Relationship or Health Education (this includes puberty and menstruation). If you do wish to withdraw your child from the human reproduction lessons, please contact your child's class teacher so we can discuss the implications of withdrawing.

### **What will my child be taught about puberty and human reproduction?**

*We have reviewed the content in the Jigsaw Programme as part of our policy review and the content below reflects the decisions made as part of this process with the staff, governors and parents.*

The Jigsaw unit 'Changing Me' is taught in the Summer Term and contains 6 pieces (lessons). Each year group will be taught appropriate to their age and developmental stage. We will not teach beyond the remit of the year group. If questions are asked that the teacher feels are inappropriate or are beyond the content for that year group, the teacher may ask the child to ask their parent/carer, or the teacher may acknowledge the question and explain that we will learn about that aspect at another time.

The table below only covers the lessons (pieces) that relate to life cycles, the human body, puberty and human reproduction. The lessons (pieces) that parents are able to withdraw their children from are highlighted in red font.

| <b>School</b><br><b>Year group</b>      | <b>Piece</b><br><b>(lesson)</b><br><b>Number</b><br><b>and Name</b> | <b>Learning Intentions relating to Puberty and Human Reproduction</b>  |
|---|---|--|
| <b>Ages 3-5</b><br><br><b>Nursery</b>   | Piece 3<br><br>Growing up   | <ul style="list-style-type: none"> <li><b>I understand that we all start as babies and grow into children and then adults</b></li> </ul>   |
| <b>Ages 4-5</b><br><br><b>Reception</b> | Piece 3<br><br>Growing Up   | <ul style="list-style-type: none"> <li>I understand that we all grow from babies to adults</li> </ul>  |
| <b>Ages 5-6</b><br><br><b>Year 1</b>    | Piece 1<br><br>Life Cycles  | <ul style="list-style-type: none"> <li>I am starting to understand the life cycles of animals and humans</li> <li>I understand that changes happen as we grow and that this is OK</li> </ul> |
|   | Piece 2   | <ul style="list-style-type: none"> <li>I can tell you some things about me that have changed and some things about me that have stayed the same</li> </ul>                                   |

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|                                  | Changing Me  | <ul style="list-style-type: none"> <li>I know that changes are OK and that sometimes they will happen whether I want them to or not</li> </ul>  |
|                                  | Piece 3 My Changing Body                           | <ul style="list-style-type: none"> <li>I can tell you how my body has changed since I was a baby</li> <li>I understand that growing up is natural and that everybody grows at different rates</li> </ul>  |
|                                  | Piece 4<br>Boys' and Girls' Bodies                 | <ul style="list-style-type: none"> <li>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus</li> <li>I respect my body and understand which parts are private</li> </ul>   |
| <b>Ages 6-7</b><br><b>Year 2</b> | <b>Piece 1</b><br><b>Life Cycles in Nature</b>     | <ul style="list-style-type: none"> <li>I can recognise cycles of life in nature</li> <li>I understand there are some changes that are outside my control and can recognise how I feel about this</li> </ul>   |
|                                  | <b>Piece 2</b><br><b>Growing from Young to Old</b> | <ul style="list-style-type: none"> <li>I can tell you about the natural process of growing from young to old and understand that this is not in my control</li> <li>I can identify people I respect who are older than me</li> </ul>  |
|                                  | <b>Piece 3</b><br><b>The Changing Me</b>           | <ul style="list-style-type: none"> <li>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old</li> <li>I feel proud about becoming more independent</li> </ul>  |
|                                  | Piece 4<br>Boys' and Girls' Bodies                 | <ul style="list-style-type: none"> <li>recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, anus, breast, nipples) and appreciate that some parts of the body are private</li> <li>tell you what they like/don't like about being a boy/girl</li> </ul> |
| <b>Ages 7-8</b><br><b>Year 3</b> | Piece 1<br>How Babies Grow                         | <ul style="list-style-type: none"> <li>understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby</li> <li>express how they feel when they see babies or baby animals</li> </ul>  |
|                                  | Piece 2<br>Babies                                  | <ul style="list-style-type: none"> <li>understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow (New vocab – uterus /womb)</li> <li>express how they might feel if they had a new baby in their family</li> </ul>  |
|                                  | Piece 3<br>Outside Body Changes                    | <ul style="list-style-type: none"> <li>understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</li> <li>identify how boys' and girls' bodies change on the outside during this growing up process (introduce term puberty)</li> </ul>   |

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|   | <p>Piece 4</p> <p>Inside Body Changes</p>   | <ul style="list-style-type: none"> <li>• 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 (introduce vocab sperm, ovaries, egg, Ovum/ Ova, womb/uterus, vagina and period)</li> <li>• recognise how they feel about these changes happening to them and how to cope with these feelings</li> </ul> <p><b>Note – this lesson briefly introduces the term 'period' and explains what a period is in simple terms.</b></p> <p><b>This lesson does not attempt any explanation of how the sperm and egg come together. If a child asks the question we will explain that the male and female decide when this happens and we will learn more about it at another time.</b></p> |
| <p><i>Ages 8-9</i></p> <p><i>Year 4</i></p> | <p>Piece 1</p> <p>Unique Me</p>   | <ul style="list-style-type: none"> <li>• understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.</li> </ul>   |
|   | <p>Piece 2</p> <p>Having A Baby</p> <p><b>Parents have the right to withdraw children from this session as it is classed as human reproduction.</b></p> | <ul style="list-style-type: none"> <li>• correctly label the internal and external parts of male and female bodies that are necessary for making a baby and in simple terms how this happens</li> <li>• understand that having a baby is a personal choice and express how they feel about having children when they are adults</li> <li>• <b>Note: This is a simple introduction to sexual intercourse with the teacher using a script which includes 'an especially close and loving embrace which allows the sperm to be released through the penis into the vagina.'</b></li> </ul>  |
|   | <p>Piece 3</p>  | <ul style="list-style-type: none"> <li>• 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</li> </ul>   |

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|                                   | Puberty and Menstruation   | <ul style="list-style-type: none"> <li>know that they have strategies to help me cope with the physical and emotional changes they will experience during puberty</li> <li><b>Note – teachers will also recap the puberty learning for both girls and boys from year 3 and revisit some of the content if required.</b></li> </ul> |
| <b>Age 9-10</b><br><b>Year 5</b>  | Piece 2<br>Puberty for Girls   | <ul style="list-style-type: none"> <li>explain how girls' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>understand that puberty is a natural process that happens to everybody and that it will be OK for them</li> </ul>                             |
|                                   | Piece 3<br>Puberty for Boys  | <ul style="list-style-type: none"> <li>I can describe how boys' and girls' bodies change during puberty</li> <li>I can express how I feel about the changes that will happen to me during puberty</li> </ul>   |
|                                   | Piece 4<br>Conception  | <ul style="list-style-type: none"> <li>I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby</li> <li>I appreciate how amazing it is that human bodies can reproduce in these ways</li> </ul>              |
|                                   | <b>Parents have the right to withdraw children from this session as it is classed as human reproduction.</b> |  |
| <b>Age 10-11</b><br><b>Year 6</b> | Piece 2<br>Puberty   | <ul style="list-style-type: none"> <li>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</li> <li>I can express how I feel about the changes that will happen to me during puberty</li> </ul>                                     |
|                                   | Piece 3  | <ul style="list-style-type: none"> <li>describe how a baby develops from conception through the nine months of pregnancy, and how it is born</li> <li>recognise how they feel when they reflect on the development and birth of a baby</li> </ul>  |

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|  | Babies –<br>Conception<br>to Birth<br><br><b>Parents<br/>         have the<br/>         right to<br/>         withdraw<br/>         children<br/>         from this<br/>         session as<br/>         it is<br/>         classed as<br/>         human<br/>         reproducti<br/>         on.</b> |   |
|  | Piece 4<br><br>Boyfriends<br>and<br>Girlfriends  | <ul style="list-style-type: none"> <li>● understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend</li> <li>● I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to</li> </ul> |

**We are eager to work in partnership with parents**

Please be aware that your child may ask you questions on what they have learnt. There is a leaflet available on our website which gives tips on how to talk to your child about puberty and human reproduction. There is also the Usborne series of growing up books (<https://usborne.com/gb/books/series/growing-up>) that you might find useful.

We hope that the information we have provided is useful in understanding what your child will be learning this term.

Please refer to our PSHE policy for further information.

If you have any further questions, please contact your child's teacher or me via the office.

Kind regards,

Miss Buttrey

PSHE / RSE Lead

#### Policy Review

|                           |            |
|---------------------------|------------|
| Adopted by Governing Body | March 2024 |
| Review Date               | March 2025 |