




Southville Primary School

PSHE (Personal, Social, Health, Economic) Policy

Including Relationships Education, Health Education and Relationships and Sex Education

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Contents

Contents	2
1. Aims	3
2. Legislation and guidance	3
3. Organisation and planning	5
What do we teach when, and who teaches it?	5
Resources	6
Assessment	6
Training and support for staff.....	6
4. Statutory Relationships Education and Health Education	6
Using Jigsaw to deliver Relationships and Health Education	7
Relationships Education.....	7
Health Education (HE).....	8
5. Relationships and Sex Education (RSE)	8
Working with parents and carers	8
Delivery	9
RSE and statutory duties in school.....	9
6. Inclusion	9
SEND.....	10
Children in care and Previously Looked After Children (PLAC).....	10
LGBTQ+	10
7. Roles and responsibilities	10
Senior leadership team (SLT).....	11
PSHE co-ordinator and the Healthy Living faculty	11
Teaching staff	11
Non-teaching staff.....	11
Governors	11
School nurse.....	11
Parents and carers	11
Children	11
8. Links to other policies and curriculum areas	11
9. Policy Review	12
Monitoring and Review	12
Dissemination	12
Appendix 1	13
Appendix 2	19
Appendix 3	19
Appendix 4	19
EQIA Process Summary	20

1. Aims

Our PSHE curriculum aims to:

- Provide children with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- Encourage children to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and community. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.
- Help children to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- Promote understanding and respect for our common humanity, our diversity and our differences.
- Develop children's social skills and understanding of healthy relationships, enabling them to form the safe, fulfilling relationships that are an essential part of life and learning.
- Give all children the opportunity to experience a programme of Relationships and Sex Education (RSE) at a level which is appropriate for their age and physical development with differentiated provision where required.

Our curriculum will support the development of the skills, attitudes, values and behaviour, enabling pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

2. Legislation and guidance

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.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education-2) (statutory guidance)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education-2>
- [Respectful School Communities: Self Review and Signposting Tool](https://educateagainsthate.com/resources/respectful-school-communities-self-review-signposting-tool-2/) (a tool to support a whole school approach that promotes respect and discipline, including the Prevent duty)
<https://educateagainsthate.com/resources/respectful-school-communities-self-review-signposting-tool-2/>
- [Behaviour and Discipline in Schools](https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools) (advice for schools, including advice for appropriate behaviour between pupils)
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- [Equality Act 2010 and schools](http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice)
<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(2019\)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf) (statutory guidance)
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)
- [SEND code of practice: 0 to 25 years](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf) (statutory guidance)
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
- [Mental Health and Behaviour in Schools \(2018\)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf) (advice for schools)
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental health and behaviour in schools .pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf)
- [Preventing and Tackling Bullying \(2017\)](http://www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying) (advice for schools, including advice on cyberbullying)
<http://www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying>
- [Sexual violence and sexual harassment between children in schools](https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges) (advice for schools)
<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>
- [The Equality and Human Rights Commission Advice and Guidance](https://www.equalityhumanrights.com/en/advice-and-guidance) (provides advice on avoiding discrimination in a variety of educational contexts)
<https://www.equalityhumanrights.com/en/advice-and-guidance>
- [Promoting Fundamental British Values as part of SMSC in schools \(2014\)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC Guidance Maintained Schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required 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.

3. Organisation and planning

What do we teach when, and who teaches it?

Whole-school approach

At Southville 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.

We use planning and resources from the Jigsaw scheme of work. 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.

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
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 Southville Primary School we allocate a minimum of 45 minutes to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Class teachers deliver the weekly lessons to their own classes.

These explicit lessons are supplemented, reinforced and enhanced in the wider curriculum and life of the school:

- Assemblies, including opportunities for collective worship with visitors of different faiths and of no faith
- Circle time
- Events and celebrations, such as Black History Month, Anti-Bullying Week and Democracy Day

- Classroom expectations of conduct based on the Jigsaw Learning Charter
- Praise and reward systems
- School Council
- 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.
- In addition to the above, Zones of Regulation programme and resources *may* be used where deemed appropriate by staff, to support pupils' emotional literacy, relationships and social interaction throughout the year.

Resources

Teachers use the materials provided in the Jigsaw programme to support their teaching. These may be supplemented by resources from elsewhere.

To ensure consistency across the school and to create a safe, enabling and supportive learning environment, all classrooms have the following:

- Class rules/expectations on display, based in part on the expectations set out in the Jigsaw programme.
- The Jigsaw Charter on display.
- A 'chatbox', in which children can leave notes for their teacher. Teachers check these daily and respond to the issues arising from the comments sensitively and quickly.

Assessment

Children's self-assessment is built into each Jigsaw unit. Children will assess their progress against the key outcomes at the end of each unit. Teachers will make ongoing formative assessments as part of the assess-plan-do-review cycle. They will also make end of year judgements, assessing whether children have or have not met the age-related expectations as set out in the Jigsaw programme.

Training and support for staff

All staff benefit from PHSE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis where possible and relevant support is provided, often through staff meetings and where applicable, drawing on staff expertise and/or a range of external agencies.

4. Statutory Relationships Education 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."

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

“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

Using Jigsaw to deliver Relationships and Health Education

We include the statutory Relationships and Health Education within our whole-school PSHE programme. This content will therefore be taught by class teachers in their PSHE lessons.

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 our children’s needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education (Appendix 2) shows exactly how this programme 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.

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 in Appendix 1. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education (Appendix 2).

We teach that healthy and happy relationships are those built on trust, respect and consent. 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 (HE)

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 in Appendix 1. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education (Appendix 2).

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).

5. Relationships and Sex Education (RSE)

The DfE Guidance 2019 recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'. (p.23)

However, 'Sex Education is not compulsory in primary schools' (p. 23) and '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.' (p. 17)

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 Southville Primary School we define Sex Education as "understanding human reproduction".

Puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit), and so we conclude from the DfE Guidance that sex education refers to human reproduction. In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our science curriculum, not within PSHE or Relationships and Sex Education as we believe this is most appropriate for our children.

The parental right to request that their child be withdrawn is therefore only applicable to the content that remains within our PSHE curriculum. These outcomes are shown in Appendix 3.

Working with parents and carers

At Southville Primary School we agree that "The role of parents in the development of their children's understanding about relationships is vital" (DfE guidance p.17). We work

closely with our parents and carers to ensure that they are well informed and have confidence in our curriculum.

This work includes:

- * Consultation on policy
- * Sharing of the resources used to teach RSE in the term before it is taught
- * Support and guidance in talking to their children about sex education and how to link this with what is being taught in school
- * Ensuring that parents are aware of their right to request that their child is withdrawn from the sex education that is taught through PSHE and that they know what this includes (see Appendix 3).

If a parent/carer wishes their child to be withdrawn they should write to the Headteacher and make it clear which aspects of the programme they do not wish their child to participate in.

Delivery

We teach RSE content factually and with sensitivity, avoiding the personal. Use of the 'chat box' gives opportunities for children to ask questions privately that can then be discussed with the whole group if appropriate, without identifying individuals. Teachers in years 5 and 6 can also organise separate sessions with boys and girls as this can help children to feel more comfortable in discussing certain content. Teachers make it clear that they may not be able to answer some questions if they go beyond the age-appropriate content for that year group.

RSE and statutory duties in school

State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38; Keeping Children Safe in Education, 2020).

RSE plays a crucially important role in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also promotes an understanding of which parts of the body are private, destigmatises talking about the body and provides children with the correct language to use, which can all contribute in enabling children to speak out against sexual abuse.

Schools must also be alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holiday especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government Multi-agency practice guidelines: Female Genital Mutilation (2014) which includes a section for schools.

6. Inclusion

Every child is entitled to receive PSHE and RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language needs, and whether they are disadvantaged or a child in care.

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination.

We also recognise that each of our pupils comes from a home and background particular to them. We shall take care to ensure that there is no stigmatisation of children based on their home life, family make-up, circumstances or economic means.

SEND

We shall take account of the fact that some of our pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular PSHE and RSE needs.

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor the lessons to meet the needs of the children in their classes. To support this differentiation, the Jigsaw resources suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. Staff will modify teaching to ensure all pupils have full access to the teaching of PHSE and RSE.

We intend that all children shall experience PHSE and RSE at a level which is appropriate for their age and physical development, with teaching adaptations to ensure everyone is included.

Children in care and Previously Looked After Children (PLAC)

We are sensitive to the range of backgrounds and experiences of the children in our school and recognise that discussions around families and experiences can be upsetting for some children. We plan and deliver lessons with sensitivity to children's circumstances, following a trauma informed approach, whilst keeping these circumstances confidential. We engage with parents/carers of children in care and PLAC ahead of teaching content that may be sensitive, establishing an open dialogue and allowing supporting work to be done at home where possible.

LGBTQ+

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 Southville 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 LGBTQ+ relationships through the Jigsaw programme, please see 'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?' (appendix 4).

7. Roles and responsibilities

All members of the school community have a responsibility to support the teaching of the PSHE curriculum and to promote the values that run through it.

Senior leadership team (SLT)

Will support the provision and development of PSHE, HE and RSE in line with this policy by providing leadership and adequate resourcing.

PSHE co-ordinator and the Healthy Living faculty

Will maintain an overview of PSHE, HE and RSE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet pupils' needs, providing support and resources for staff, arranging staff training, liaising with outside agencies and the monitoring and evaluation of PSHE across the school.

Teaching staff

All teachers are to be involved in the teaching of PSHE, HE and RSE. They will also reinforce the messages and values that run through the curriculum during circle time sessions, often responding to incidents or concerns as they present themselves. Each class has a chat box that the children are taught to use in early years. All teachers also play an important role by offering support to pupils outside of lessons.

Teachers will be consulted about the school's approach to RSE and aided in their work by provision of resources, background information, advice from experienced members of staff and access to appropriate training.

Non-teaching staff

May be involved in a supportive role in PSHE and RSE lessons and will also play an important, informal pastoral role outside of lessons.

Governors

Have responsibilities for school policies. They will be consulted about the PSHE, HE and RSE provision and policy and have reports and updates at governor's meetings. The governor currently responsible for RSE and PSHE is Ruth Wadsworth.

School nurse

Can play a key role in supporting the teacher in HE and RSE in terms of advice, input into lessons, and providing pastoral support for pupils and resources.

Parents and carers

The school believes that it is vitally important to have the support of parents, carers and the wider community for our PSHE/RSE curriculum.

Children

- It is important for pupils to be consulted on their own personal, social, health and citizenship development. We ask pupils either in individual classes or through the school council what sort of person they would like to be by the time they leave this school; what qualities, skills, attitudes, values are important to them as people?
- Pupils take part in pupil voice surveys and the SHEU questionnaire run by Exeter University. The data responses are studied by the PSHE coordinator and Senior Leadership Team and priorities are fed into the school and subject team action plans.

8. Links to other policies and curriculum areas

We recognise the clear link between Jigsaw PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Science curriculum
- Computing curriculum

- Healthy Living and Food policy
- Equalities policy
- Safeguarding and Child Protection Policy
- Online safety policy
- Anti-bullying policy

9. Policy Review

This policy has been produced in consultation with staff and parents.

Monitoring and Review

The governing body monitors this policy on an annual basis. The governing body gives serious consideration to any comments from parents about the PSHE programme (including Relationships Education, HE and RSE) and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Dissemination

This policy is available on our school website where it can be accessed by the community. Staff are given the opportunity to comment on the policy content annually. Copies are available from the school office on request from parents/carers.

This policy is reviewed annually.

Appendix 1



Relationships Education in Primary schools – 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:

	Pupils should know...	How Jigsaw provides the solution
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. 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>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

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

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
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. • 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). 	<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

	<ul style="list-style-type: none"> • 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. 	
Internet safety and harms	<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
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). 	<p>All of these aspects are covered in lessons within the Puzzles</p>

	<ul style="list-style-type: none"> • 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). 	<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 	
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. • 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 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
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

Appendix 2

Jigsaw 3-11 and Statutory Relationships and Health Education

[Click here](#)

Appendix 3

Term 6 Science and PSHE objectives

[Click here](#)

Appendix 4

What does Jigsaw teach about LGBTQ issues?

[Click here](#)

EQIA Process Summary

Policy:		PSHE					
EQIA completed by:		<i>Headteacher and FGB</i>					
Following EQIA, have any potential impacts been identified?							
Yes		✓		No			
Which protected characteristic could be affected?							
Age		Sexual orientation	✓	Gender reassignment	✓	Married/ civil partnership	
Disability	✓	Race (colour, nationality, ethnic or national origin)			✓	Pregnancy/ maternity	
Sex	✓	Experience of care system				Religion or belief	✓
What evidence has been used to inform the assessment?							
Data		Statistics		Consultation		Survey	
Knowledge of community			✓	Other	✓	[Detail]	
What amendments have been made?							
<ul style="list-style-type: none"> None -positive impact identified in relation to increased understanding developed through the curriculum 							
What further actions/ mitigations are required?							
<ul style="list-style-type: none"> 							
Monitoring							
Date		No additions required			✓	Additions outlined above	
Date		No additions required			✓	Additions outlined above	
Date		No additions required			✓	Additions outlined above	