
SUNNYMEDE JUNIOR SCHOOL

Learning for a Better Tomorrow

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



Adopted by Governing Body: July 2021

Review: Annually

Next Review Date: July 2022

Headteacher's signature	Chair of Governor's signature
	<i>M. Thomas</i> <i>K. Bleakley</i>

OUR SCHOOL VISION

Our vision is that all our children leave our school equipped with the knowledge, skills and personal attributes to make them independent, well-rounded individuals and valued citizens of the future. We aspire for them to be reflective and confident, making wise and informed choices as they journey through life, making positive contributions in a global world. Our ultimate goal is for every one of our children to hold their heads up high, respect themselves and be respected by others.

SCHOOL MISSION STATEMENT

We provide a nurturing and stimulating environment where children appreciate the value of learning and discovery in all its forms. Through a **broad and balanced curriculum**, combined with **high quality teaching**, children have the opportunity to become successful learners, confident individuals and responsible citizens. As a junior school, we balance the **promotion of children's growing independence** with **mechanisms to support pupils appropriately** with their learning and personal areas of need. We **expect high standards of behaviour** and attitudes to learning from all members of the school community.

We believe that children achieve best when supported at both home and school. As such, we **encourage open and honest dialogue between parents and staff** and **urge parents to support with learning at home**, ensuring optimum intellectual, social, emotional and physical success.

It is important to us that our children feel safe, are listened to and feel proud to be part of our school. Mutual respect is integral to our ethos and all our children are valued as the individuals they are. We appreciate and **value diversity** and **maintain an ambience of tolerance and respect for all cultures and beliefs**.

SUNNYMEDE JUNIOR SCHOOL CORE VALUES

Our core values which, along with our motto, have been developed in consultation with pupils, parents, staff and governors, underpin our vision and our school motto, guiding everything we do. They are:

- Determination
- Honesty
- Independence
- Respect
- Responsibility
- Tolerance

National 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.

Our PSHE policy is informed by existing DfE guidance:

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

- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

The *Jigsaw* Programme, which we use to teach PSHE, is [also](#) aligned to the PSHE Association Programmes of Study for PSHE.

Context for 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

“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

PSHE at Sunnymede: Curriculum Intent

At Sunnymede Junior 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 challenge our pupils to debate and discuss moral and social issues that affect them and the community around them. We support the pupils in discussing their thoughts and feelings in a confident manner and respond to other people’s opinions sensitively. We provide our pupils with opportunities to discover their rights and responsibilities, encouraging them to explore what it means to be part of a diverse society. Through quality first teaching, we will develop healthy, independent members of society. We encourage pupils to lead by example and develop positive relationships within school and the wider community.

How is *Jigsaw* PSHE Organised in School?

Personal, Social, Health and Economic Education (PSHE) is a non-statutory subject but one that we consider vital to children’s personal and social development. However, Relationships and Health Education is statutory and we incorporate this within our whole-school PSHE Programme. At Sunnymede Junior School, we teach PSHE using the *Jigsaw* Programme in order to achieve this. *Jigsaw* brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning.

This Programme, which we tailor to meet the needs of our school’s context, offers us a comprehensive, carefully thought-through Scheme of Work, bringing consistency and progression to our children’s learning. The

programme’s complimentary update policy ensures we are always using the most up-to-date teaching materials and that our teachers are well-supported.

The PSHE mapping document in **APPENDIX 1** shows how the non-statutory elements of PSHE are covered and also how *Jigsaw*, and therefore our school, meets the statutory Relationships and Health Education requirements. The mapping document can also be seen as standalone documents on the school website.

‘Relationships Education in Primary schools’ (DfE Guidance 2019), also shows what children should know by the time they leave primary school (**APPENDIX 2**).

The *Jigsaw* Programme 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.

Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. *Jigsaw* is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

There are six Puzzles (units) in *Jigsaw*, designed to progress in sequence throughout the year. Each Puzzle has six Pieces (lessons) which work towards an ‘end product’, for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece (lesson) has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health Education guidance, but enhanced to address children’s needs today). The other is based on emotional literacy and social skills development to enhance children’s emotional and mental health. The enhancements mean that *Jigsaw* is relevant to children living in today’s world, helping them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of children’s development. This is mapped on each Piece and balanced across each year group.

What do we teach when and who teaches it?

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 Sunnymede Junior School, we allocate one hour to PSHE each week in order to teach the knowledge and skills in a developmental and age-appropriate way. These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, in-school and external visits and themed workshops, praise and reward systems, the Learning Charter, 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 or a named PPA teacher deliver the weekly lessons to each class. However, only the class teacher delivers the RSE element of the PSHE curriculum.

An overview of the vocabulary introduced in each year group can be found in [APPENDIX 3](#). A few key strategies used to support teaching are outlined in [APPENDIX 4](#).

Roles and Responsibilities

PSHE / RSE subject Leader:

The subject leader will facilitate the teaching of PSHE, including RSE, in the following ways:

- updating the PSHE / RSE policy and scheme of work as required
- taking an overview of whole school planning to ensure that opportunities occur for pupils to develop their personal and social skills and that progression is taking place
- supporting staff in developing pupils' capability
- developing and enhancing their own subject knowledge through personal CPD, including research, attending courses and reading statutory guidelines.
- keeping staff abreast of new developments, including the delivery of regular and high quality CDP using resources (including those from the jigsaw scheme)
- monitoring the delivery of the programme, using it to evaluate the effectiveness of our PSHE and RSE curriculum. (evaluation will be based on: discussions with pupils, parents and staff, lessons observations, book scrutiny, analysis of assessment data)
- ordering/updating resources
- ensuring that all adults who work with children on these issues are aware of the school policy and work within this framework
- reporting regularly to the head teacher and governing body.
- liaising with external agencies to enhance PSHE across the school
- ensuring parents are consulted on the RSE policy, have the opportunity to share their views, know the limits of their rights to withdraw their child from sex education and have the opportunity to do this.

Head teacher / Governor

It is the responsibility of the Governors to ensure that, as well as fulfilling their legal obligations, they make sure that:

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

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
- Being safe

The way the *Jigsaw* Programme covers these is explained in the mapping document in APPENDIX 1 and also in APPENDIX 2.

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 way the *Jigsaw* Programme covers these is explained in the mapping document APPENDIX 1

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. We also provide practical workshops to further enhance the learning within the units ,for example, first aid sessions in years 4 and 6.

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'. 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 Sunnymede Junior School, we believe children should understand the facts about human reproduction before they leave primary school so they can lead confident, healthy, independent lives and to become informed, active and responsible citizens.

We define Sex Education as ‘understanding human reproduction’. Sex education is not the promotion of sexual activity. As a school, we believe that knowledge empowers and protects children as long as it is age appropriate. Therefore, we have taken the decision to teach sex education to our children, through our PSHE program. This means that parents do have the right to remove their children from these planned lessons.

APPENDIX 5 sets out the lessons in each year group.

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 Sunnymede Junior 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 Puzzles (units):

Year 5, Lesson 3a (Having a baby), Boys and girls are taught together (previously Year 4 Lesson 2 in *Jigsaw* scheme)

Year 5, Lesson 4 (Conception) Boys and girls are taught together

Year 6, Lesson 4 (Conception, birth) Boys and girls are taught separately

The above lessons use the *Jigsaw* planning and resources, but are supplemented by ‘Busy Bodies’ DVD materials, which parents have the opportunity to view prior to lessons being taught.

If parents chose to withdraw their child from the above lessons, this should be put into writing to the head teacher or the PSHE subject lead. In most instances, the school will wish to discuss the parents decision with them. The school will inform parents in the following ways:

- School website
- School prospectus
- The medium term plans for each year group and the RSE scheme of work will be published on the school’s website
- Material and resources used for RSE will be available for parents/carers to view on request
- Parents/carers in Years 6 will be invited, via email, to view the DVD programmes that will be shown to their children during that academic year. Each parent/carer will have the opportunity to express his/her views after watching the programmes. In the event that a pupil’s parent/carer does not take the opportunity to view the DVD programmes, it will be assumed that they are happy for their child to fully participate in the RSE programme.

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 Sunnymede Junior 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 *Jigsaw* PSHE (RSE) Programme please see the leaflet, ‘Including and valuing all children. What does *Jigsaw* teach about LGBTQ relationships?’ on our school website: <http://www.sunnymede-jun.uk.org/assets/Ronnie%20Branch/PSHE/Jigsaw-LGBT-Parent-Leaflet-A4.pdf>

For further explanation as to 'How does *Jigsaw* approach Gender Identity' in the PSHE (RSE) Programme please see the leaflet on our website: <http://www.sunnymede-jun.ik.org/assets/Ronnie%20Branch/PSHE/How-does-Jigsaw-approach-gender-identity.pdf>

Differentiation/SEN

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 each Piece (lesson) to meet the needs of the children in their classes. To support this differentiation, many *Jigsaw* Pieces (lessons) suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

Safeguarding

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

Resources Used and External Contributors

A range of trips and visits are planned to enhance children's knowledge and understanding of different aspects of PSHE. For example, practical, hands-on first aid workshops are undertaken by pupils every other year. Crucial Crew workshops help Year 6 pupils prepare for the challenges of moving to secondary school and learn how to recognise and respond to some of the key risks that might present themselves as they become more independent. Assemblies, along with lessons across the curriculum, also help to reinforce different aspects of PSHE, strengthening and embedding their understanding.

All year groups will follow the '*Jigsaw*' scheme of work unit 'Changing me' as part of RSE. The DVD 'Busy Bodies' series is used to aid the delivery of the RSE programme in an attempt to depersonalise as many issues covered as possible. These DVDs include programmes suitable for all year groups. Staff view the programmes prior to use and carefully select those which are appropriate to be shown to each year group. Below are the links to key videos used in lessons about puberty and sex education

Video Title	Lesson	Link to visual materials
<u>How babies are made:</u> Parents do have right to withdraw child from lesson	Y6, Lesson 4 (Babies – conception to birth)	https://vimeo.com/user96707063/review/333078318/11c4044148?sort=lastUserActionEventDate&direction=desc N.B: the animation is made for Ireland and, in the lesson, it is made clear to the pupils that in England the legal age for sexual intercourse is 16 years, not 17 years as stated in the video.
<u>Changes at puberty</u> Pupils cannot be withdrawn by law	Y5, Lesson 2 Puberty for Girls (optional use by teachers)	https://vimeo.com/user96707063/review/333078100/7562b94a0b?sort=lastUserActionEventDate&direction=desc
<u>What happens to girls?</u> Pupils cannot be withdrawn by law	Y5, Lesson 2 Puberty for Girls	https://vimeo.com/user/96707063/folder/729017
<u>What happens to boys?</u> Pupils cannot be withdrawn by law	Y5, Lesson 3 Puberty for Boys	https://vimeo.com/user96707063/review/333078053/a7c8a69f66?sort=lastUserActionEventDate&direction=desc

External visitors contribute from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to the *jigsaw* PSHE programme. Their input is carefully planned and monitored so as to fit into and complement the programme.

Assessment, Recording and Tracking Progress

Teachers ensure children are making progress with their learning in PSHE. Children will have the chance to write or draw a reflection in their *jigsaw* journals after most PSHE lessons. This, alongside discussions with children, will allow the teacher to make an assessment where the child is working at the end of each unit. Each puzzle piece (unit of work) has a set of three level descriptors: working towards, working at, working beyond.

To support the teacher in tracking each child's *Jigsaw* Learning progress throughout the year, there is a Pupil Tracking Grid. This sheet has the three attainment descriptors for each Puzzle. After each Puzzle is completed, the teacher, using a best-fit approach, decides whether the child is working at, towards or beyond and highlights the appropriate descriptor box. There is also space for the teacher's comments. This sheet gives a quick visual representation of where the child is in each Puzzle.

Reporting to Parents/Carers

Each Puzzle's assessment tasks, attainment and children's Jigsaw Journals assist the teacher in reporting meaningful learning progress to parents/carers. The descriptors are used as a starting point when considering what to report to parents.

Answering Difficult Questions and Managing Sensitive Issues

Staff members are aware that views around RSE related issues are varied. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

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

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

Our school believes that RSE should meet the needs of all pupils, answer appropriate questions and offer support. In *Jigsaw Pieces* (lessons) that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. Bullying, including LGBT+ bullying, is dealt with strongly yet sensitively.

Provision for Pubertal Pupils

The taught curriculum set out in this scheme recognises that pupils should know about changes before they occur and that some will develop early. Teaching about pubertal change for both sexes will be taught to both sexes. Teaching of these topics will be designed to give the message that young people need not be embarrassed and to allay fears and concerns. In addition to what is taught, we at Sunnymede will:

- ensure that there are easily accessible toilets with facilities for disposal of sanitary wear
- ensure that sanitary wear is available in school, is easily accessible with minimum embarrassment and that pupils (we use the DfE period product scheme to support this: <https://www.gov.uk/government/publications/period-products-in-schools-and-colleges/period-product-scheme-for-schools-and-colleges-in-england>)
- ensure that pupils are able to access same-sex staff (where available) to talk to if they wish
- provide particular support to parents/carers to enable them to talk to their children about puberty linked with what is being taught in school

Monitoring and Evaluation

The PSHE subject leader will monitor delivery of the programme through observation and discussion with teaching staff, pupils and parents to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings and informal opportunities to review and share experience

The governing body monitors this policy on an annual basis and oversees the review. They give serious consideration to any comments from parents about the PSHE and RSE programme, and makes a record of all such comments. The governor who is responsible for PSHE and RSE scrutinises teaching materials to check they are in accordance with the school's ethos.

Links to Other Policies and Curriculum Areas

We recognise the clear link between *Jigsaw* PSHE and the following policies:

- Science curriculum
- Equal Opportunities Policy
- Child Protection Policy
- SEND policy

- Online Safety Policy
- SMSC Policy

Appendices

Appendix one – *Jigsaw* PSHE scheme Content Overview

Appendix two – Detailed Overview for changing me (RSE)

Appendix three – Vocabulary List

Appendix four – DfE guidance 2019 relationships

Appendix five – Teaching strategies

Jigsaw PSHE KS2 Content Overview APPENDIX 1

Sunnymede Junior School



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 7-8 (Y3)	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Ages 8-9 (Y3)	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Inside body changes (moved from Y3) Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10 (Y5)	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Having a baby (moved from Y4) Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11 (Y6)	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



Relationships Education in Primary schools (Appendix) – 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). • 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 	<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

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

Year Group	Vocabulary Used
Expectation of words covered in KS1	Changes, life cycle, baby, toddler, child, teenager, adult, adulthood, grown up, mature, change, male, female, vagina, penis, testicles, nipples, breasts, anus, public, private, grow, change, anxious, worried, excited, life cycle, control, full grown, Touch, texture, cuddle, hug, squeeze, like, dislike, acceptable, unacceptable, comfortable, uncomfortable, looking forward, excited, nervous, anxious, happy
3	<p>Lesson 1: Changes, birth, animals, babies, mother, growing up</p> <p>Lesson 2: Baby, grow, uterus, womb, nutrients, survive, love, affection, care</p> <p>Lesson 3: moved to year four</p> <p>Lesson 4: Change, puberty, control</p> <p>Lesson 5: Stereotypes, task, roles, challenges</p> <p>Lesson 6: Change, looking forward, excited, nervous, anxious, happy</p>
4	<p>Lesson 1: Personal, unique, characteristics, parents</p> <p>Lesson 2: Puberty, menstruation, periods, sanitary towels,</p> <p>Lesson 3 and Year 3 Lesson 3: male, female, testicles, sperm, penis, ovaries, egg, womb, vagina</p> <p>Lesson 4: Circle, seasons, change, control,</p> <p>Lesson 5: Range of emotions, control, change, acceptance</p> <p>Lesson 6: Change, looking forward, excited, nervous, anxious, happy</p>
5	<p>Lesson 1: Self, self-image, body image, self-esteem, perception, characteristics, aspects, affirmation, body odour, acne, hair growth</p> <p>Lesson 2: Puberty, menstruation, periods, sanitary towels, sanitary pads, tampons, ovary, vagina, womb, uterus</p> <p>Lesson 3: Puberty, sperm, semen, testicles /testes, erection, ejaculation, wet dream, larynx, facial hair, growth spurt, hormones, penis</p> <p>Lesson 3A / 4: Relationships, conception, making love, sexual intercourse, fallopian tube, fertilisation, pregnancy, embryo, umbilical cord, contraception, fertility treatment (IVF)</p> <p>Lesson 5: Teenager, milestone, perceptions, puberty, responsibilities</p> <p>Lesson 6: Change, hope, manage, cope, opportunities, emotions, fear, excitement, anxious</p>
6	<p>Lesson 1: Self-image, self-esteem, real self, celebrity</p> <p>Lesson 2: Opportunities, freedoms, responsibilities, pubic hair, voices breaks, menstruation, semen, hips widen, facial hair, erection, tampon, breasts, hormones, wet dream, ovulation, masturbation, sanitary towel, clitoris, testicles, sperm, penis, feeling mood, vagina, womb, fallopian tube.</p> <p>Lesson 3: Trust, respect</p> <p>Lesson 4: Pregnancy, embryo, foetus, placenta, umbilical cord, labour, contractions, cervix, midwife</p> <p>Lesson 5: Independence, grown up, attraction, relationship, friends</p> <p>Lesson 6: Transition, secondary, looking forward, journey, worries, anxiety, hopes, excitement</p>

APPENDIX 4

Teaching Strategies

A variety of teaching methods will be used to fulfil the above objectives and cover the scheme of work planned for PSHE and RSE. Methods used will encourage thoughtful reflection and discussion, such as the use of 'Circle Time'.

Some of the strategies that will be used will be:

- Establishing ground rules with the pupils
- Using 'distancing' techniques
- Knowing how to deal with unexpected questions and comments
- Using discussion and appropriate materials and resources
- Encouraging reflection

Ground rules - A set of clear ground rules will be agreed between each class and their teacher at the beginning of any PSHE lesson, including RSE lessons, in order to establish a safe environment for pupils to discuss their views. Such ground rules could include, for example, 'no-one (teacher or pupil) will have to answer a direct personal question', 'no-one will be forced to participate actively (they will be expected to listen) in a discussion', 'there should be no 'put downs' or disrespectful remarks/behaviour', 'pupils and staff should listen to each other with respect', 'only correct names for body parts will be used' etc.

Distancing techniques - Embarrassment of teacher or pupil can be avoided by depersonalising discussions. Role play, invented characters, use of question boxes or appropriate videos can all help pupils to discuss sensitive issues more effectively and in a safe environment.

Dealing with unexpected questions - In accordance with the guidance, pupils' questions will be dealt with honestly and sensitively and in a supportive way. If the question is too personal, the pupils should be reminded of the agreed ground rules and the discussion can continue. If the teacher does not know the answer to the question, this should be acknowledged and a suggestion made that both the teacher and pupil could find out the answer. The teacher may feel more confident in handling questions if a 'question box' is set up. Pupils may post questions prior to the session to enable staff to prepare appropriate answers.

If the question is too explicit, is inappropriate for the whole class or raises concerns about sexual abuse, the teacher should acknowledge the question and tell the pupil that it will be dealt with on an individual basis later. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect, the teacher must remember to talk with the pupil later. The response given may be to tell the child that this is something about which they'll learn when they are older when it is more appropriate for them, but if they are unsatisfied with the given response, it will be suggested that it is an area that they should discuss with their parents. Parents will be advised of these discussions.

Use of discussion - Research into what makes PSHE effective shows that discussion is enjoyed and valued by all pupils and encourages learning. Active learning gives them the opportunity to draw on previous knowledge, practise their social and personal skills, consider their own beliefs and attitudes about different topics, reflect on their new learning and plan and shape future action.

Encouraging reflection - Reflection is crucial for learning to take place as it consolidates what pupils have learned and enables them to form new understanding, skills and attitudes. Teachers will encourage pupils to reflect after discussions by asking questions such as: 'What did you learn about yourself today?', 'What did you learn from others in the discussion that had a different view to you?', 'What else do you need to think or learn about?' etc



RSE 'Changing Me' – Jigsaw unit: Overview for Parents

(includes relationship education and sex education)

APPENDIX 5

=sex education lessons where a parent has the right to withdraw the child

Lessons	Year Three		Year Four	
	Title and coverage within the lesson	PSHE framework Outcomes	Title and coverage within the lesson	PSHE framework Outcomes
One	How babies grow How we look after babies e.g. nappies, cots, love and care	I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby	Unique me Characteristics we get from our parents and the characteristics we get from ourselves	I understand that some of my personal characteristics have come from my birth parents.
Two	Babies How a baby changes in the womb and how it feels to become a sibling	I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow	Inside body changes Label the male and female reproduction systems	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby
Three	Outside body changes Changes to their bodies during puberty. Also, changes they can and cannot control	I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process	Girls and puberty Introduce and explain menstruation.	<i>I can 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</i>
Four			Circles of change Discussing changes that have happened to them and how they dealt with the changes.	I know how the circle of change works and can apply it to changes I want to make in my life
Five	Family stereotypes Discuss what roles we assign to males and females within the family – are they correct?	I can start to recognise stereotypical ideas I might have about parenting and family roles	Accepting change Discuss changes they can and cannot control and how to deal with these changes	I can identify changes that have been and may continue to be outside of my control that I learnt to accept
Six	Looking ahead Discuss change that will occur from year three to year four	I can identify what I am looking forward to when I am in Year 4	Looking ahead Discuss changes that will occur from Year four and Year five.	I can identify what I am looking forward to when I am in Year 5

May 2021

Lessons	Year Five		Year Six	
	Title and coverage within the lesson	PSHE framework Outcomes	Title and coverage within the lesson	PSHE framework Outcomes
One	Self and body image Discuss positive and negative self and body images and how it can affect them	I am aware of my own self-image and how my body image fits into that	My self-image Discuss what real and self-image is. Look at the effects of air brushing on images	I am aware of my own self-image and how my body image fits into that
Two	Puberty for girls Revise what menstruation is and what sanitary products are	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally	Puberty Pupils to look at statements and discuss what the truth and myths are	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally
Three	Puberty for boys Discuss the changes that boys will go through during puberty.	I can describe how boys' and girls' bodies change during puberty	Girl talk / boy talk Pupils will be split into single sex lessons. Pupils will be given an opportunity to ask questions relating to puberty	I can ask the questions I need answered about changes during puberty
Three A	How a baby is made How babies are made and 'making love'	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby I can understand that having a baby is a personal choice and express how I feel about having children when I am an adult		
Four	Conception Within the lesson the pupils will learn the importance of being in a loving relationship and how the sperm fertilises the egg.	I understand that sexual intercourse can lead to conception and that is how babies are usually made and I also understand that sometimes people need IVF to help them have a baby	Babies – conception to birth Understand the progression from conception through pregnancy to birth	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born
Five	Looking ahead Consider and discuss what they need to think about before conception, what are the consequences of conceptions.	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)	Attraction Analyse different relationships the pupils have and will have.	I understand how being physically attracted to someone changes the nature of the relationship
Six	Looking ahead Changes from Years five and six. Becoming a teenager – discuss what the positive and negative changes will be.	I can identify what I am looking forward to when I am in Year 6	Transition to senior school Look back at their time at Sunnymede and discuss any worries they have regarding senior school.	I can identify what I am looking forward to and what worries me about the transition to secondary school