

# *Long Knowle Primary School*



## **Personal, Social and Health Education (PSHE) Policy**

### **including Relationships and Health Education statutory from September 2020, and our position on Sex Education (RSE)**

Agreed by Staff and Governors: January 2023

Next Review: September 2024

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## **Rational and Ethos**

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.

At Long Knowle Primary School, our pupils deserve nothing less than a solid foundation in Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE). We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing. We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

## **Legislation (statutory regulations and guidance)**

We teach Relationships and Health Education with reference to the mandatory statutory requirements. See current legislation compliance below:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary guidance SRE for the 21<sup>st</sup> Century (2014)
- Keeping Children Safe in Education – Statutory Safeguarding Guidance (2018)
- Children and Social Work Act (2017)
- Relationships Education, Relationships & Sex Education (RSE) and Health Education Statutory Guidance (2019)

## **Roles and Responsibilities**

Those involved with the development of this policy include the PSHE Lead, Local Authority advisor/SIA, teaching staff, parent representatives and the Head Teacher. Teaching staff are responsible for the delivery of lessons and key RSE messages. Teaching staff will receive ongoing training as required to support with developing awareness and needs.

The PSHE Lead, Head Teacher and other professionals will deliver training and resources to key staff members who teach timetabled lessons and will monitor and report to the School Link Governor for PSHE, the Head Teacher and Governing Body at Long Knowle Primary School.

The Head Teacher will be responsible for the oversight of the curriculum and policies and will also manage any issues or concerns.

The LA advisor can support with subject development, sharing best practice, updating any national guidance/training and LA trends.

The Safeguarding Lead will be responsible for checking the policy for safeguarding compliance and dealing with safeguarding matters should they arise.

Parents/ carers are responsible for working in partnership with the school by being conversant with school policy and supporting learning within the home environment.

## **Curriculum Design**

### **Statutory PSHE**

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

We follow the 'Jigsaw' programme to teach PSHE.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be found in this document (see Appendix 1).



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.

### **Statutory Relationships and Health Education**

At Long Knowle Primary School, we value PSHE as one way to support children's development as human beings, to enable them to understand and respect themselves and others, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme using Jigsaw: The Mindful Approach to PSHE.

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

### **A Whole-School Approach**

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. There are six Jigsaw pieces (units): Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. These units line up with the half terms in the academic year and each unit is taught across the school at the same time; the learning deepens and broadens every year.

At Long Knowle Primary School, we allocate approximately 45 minutes to PSHE lessons each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. **Class teachers deliver the lessons to their own classes.** These lessons are reinforced and enhanced in

many ways: assemblies, our praise and reward system, and through relationships. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

## **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 this document (see Appendix 3) in accordance with DfE guidance (2019). The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the 'Relationships' 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 throughout the year and across the curriculum.

RSE is an integral part of our whole school PSHE provision. It is also supported by statutory requirements as set out in the National Curriculum for Science. Details of our curriculum can be viewed in the Curriculum Links section of this document. We use a variety of approved resources and external visitors (e.g. Project Give, the School Nursing Service) to deliver our RSE Health & Relationships Curriculum. **We ensure that our delivery is age and stage relevant.** Our approach ensures inclusivity as part of our school ethos. Pupils are encouraged to reflect upon their own views, opinions and ideas and assessment of children's learning can be seen in class floor books.

As a result of our curriculum planning, Relationships and Sex Education should empower the children at our school to:

- Develop confidence in talking, listening, and thinking about feelings, emotions and relationships
- Mature, grow in confidence, develop an understanding of their emotional wellbeing, and develop the knowledge and skills that are needed to deal with the conflicting pressures that young people face.
- Know about their bodies and be able to name/describe the parts and functions.
- Protect themselves and ask for help and support when necessary.
- Be prepared for puberty, and move with confidence from childhood to adolescence, and on into adulthood.
- Learn about the nature and importance of marriage and stable relationships for family life and bringing up children, and as key building blocks of community and society.
- Make good academic progress, as children who feel safe and supported are more likely to achieve higher standards.
- RSE can assist and support parents in the difficult and changing role of educating their children about relationships and sexual matters.

## 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' and the 'Changing adolescent body'. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the 'Healthy Me' 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.

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; in Jigsaw this is taught as part of the 'Changing Me' unit. This is also taught as part of the Science curriculum.

## Sex Education

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

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

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

At Long Knowle Primary School, we believe children should understand the facts about human reproduction before they leave primary school so that they can learn about the physical and emotional changes associated with puberty before they experience them. They will then have the correct information about how to look after their bodies and how to keep themselves safe. Puberty is about developing sexual maturity and the ability to reproduce, which for humans is sexual reproduction.

We define Sex Education at primary level as understanding human reproduction: the joining of a sperm from the male and an egg from the female to enable an offspring, which has characteristics of both, to grow. We teach some of this through the Science curriculum. This is done sensitively and at an age- appropriate level.

## Curriculum Overview

What do we teach when?

The table below gives the learning theme of each of the six units. These themes are taught across the school; the learning deepens and broadens every year, at an age-appropriate level.

Term	Puzzle (Unit)	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included).
<b>Spring 1:</b>	Dreams and Goals	Includes goal setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society.
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise.
<b>Summer 1:</b>	Relationships	Includes understanding friendships, family and other relationships, conflict resolution and communication skills, bereavement and loss.
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change.

More specific content of each year group can be found in our content overview (see Appendix 1). The vocabulary used in each year group can also be found in this policy (see Appendix 2).

## Science Curriculum Links

Curriculum Subject	Year Group	Learning Objective	Related Jigsaw PSHE Unit
Science (Animals, including Humans)	1	LO: Can I identify, name, draw and label the basic parts of the human body?	Changing Me
Science (Animals, including Humans)	2	LO: Can I notice that animals, including humans, have offspring which grow into adults?	Changing Me
Science (Animals, including Humans)	2	LO: Can I describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene?	Healthy Me
Science (Plants)	3	LO: Can I explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal?	Changing Me
Science (Animals, including Humans)	3	LO: Can I identify that animals, including humans, need the right types and amounts of nutrition?	Healthy Me
Science (Living Things and their Habitats)	4	LO: Can I recognise that environments can change and that this can sometimes pose dangers to living things?	Being Me in My World
Science (Living Things and their Habitats)	5	LO: Can I describe the life process of reproduction in some plants and animals?	Changing Me
Science (Animals, including Humans)	5	LO: Can I describe the changes as humans develop to old age?	Changing Me
Science (Animals, including Humans)	6	LO: Can I recognise the impact of diet, exercise, drugs and lifestyle on the way that my body functions?	Healthy Me
Science (Evolution and Inheritance)	6	LO: Can I recognise that living things produce offspring of some kind, but normally offspring vary and are not identical to their parents?	Changing Me



## **Withdrawal**

### **Relationships and Health Education**

Relationships and Health Education are statutory at primary level and parents do not have the right to withdraw their child from these subjects.

### **Sex Education**

As Sex Education is not statutory at primary level (other than what must be taught as part of the Science curriculum), parents have the right to request to withdraw their child from all or part of the Sex Education curriculum. The Head Teacher will automatically grant written withdrawal requests; however, the Head Teacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Head Teacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded. The Head Teacher will keep a record of the discussion between themselves, the pupil and the parent. The Head Teacher will grant a parent's request to withdraw their child from Sex education, **other than the content that must be taught as part of the Science curriculum**. The parent will be informed in writing of the Head Teacher's decision. Where a pupil is withdrawn from Sex Education, the Head Teacher will ensure that the pupil receives appropriate alternative education.

Parents can develop an understanding of key coverage of all of the different Jigsaw PSHE units, including 'Changing Me'/Sex Education, by watching the 'Long Knowle Primary School PSHE Provision' video on our school website.

## **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 Long Knowle Primary School, we promote respect for all and value every individual child. We also respect the rights 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.

## **Safeguarding**

All staff have annual safeguarding training. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. If child protection issues arise, staff follow internal safeguarding policies, including informing the Designated Safeguarding Lead.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors (such as the school nursing team) from outside school may be invited to contribute to the delivery of RSE in school.

All visitors are familiar with and understand the school's RSE policy and work within it as they are sent a copy as part of their teaching agreement. As part of school entry to site, all visitors are signed into school with appropriate identification.

As per the Safeguarding Policy, visitors are supervised/supported by a member of staff.

The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

There may be times when a child wishes to confide in a teacher. It is the school policy that information may need to be passed onto the Head Teacher or Designated Safeguarding Lead (or Deputy DSL) if there is a risk of harm to the child. Children are informed that teachers cannot guarantee absolute confidentiality. The Head Teacher/DSL/DDSL decides what action to take to protect the best interests of the child, enabling action to be taken by other professionals if deemed necessary.

The school nurse follows a separate code of practice linked with their professional regulations.

The school is committed to working towards equality, promoting positive approaches to difference, and fostering respect for people of all cultural and social backgrounds whatever their age, sexuality, faith, ethnicity, gender, disability or additional educational needs. Developing positive relationships between pupils of all backgrounds is an essential aspect of the work of the school.

## **Monitoring and Review**

The Curriculum Committee of the Governing Body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSE) programme 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. This policy is reviewed annually.

	Signed Headteacher	Signed Chair of Governors
Date of review:		
Date of next review:		

## Jigsaw PSHE Content Overview (Appendix 1)

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

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	<ul style="list-style-type: none"> <li>Being part of a class team</li> <li>Being a school citizen</li> <li>Rights, responsibilities and democracy (school council)</li> <li>Rewards and consequences</li> <li>Group decision-making</li> <li>Having a voice</li> <li>What motivates behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Challenging assumptions</li> <li>Judging by appearance</li> <li>Accepting self and others</li> <li>Understanding influences</li> <li>Understanding bullying</li> <li>Problem-solving</li> <li>Identifying how special and unique everyone is</li> <li>First impressions</li> </ul>	<ul style="list-style-type: none"> <li>Hopes and dreams</li> <li>Overcoming disappointment</li> <li>Creating new, realistic dreams</li> <li>Achieving goals</li> <li>Working in a group</li> <li>Celebrating contributions</li> <li>Resilience</li> <li>Positive attitudes</li> </ul>	<ul style="list-style-type: none"> <li>Healthier friendships</li> <li>Group dynamics</li> <li>Smoking</li> <li>Alcohol</li> <li>Assertiveness</li> <li>Peer pressure</li> <li>Celebrating inner strength</li> </ul>	<ul style="list-style-type: none"> <li>Jealousy</li> <li>Love and loss</li> <li>Memories of loved ones</li> <li>Getting on and Falling Out</li> <li>Girlfriends and boyfriends</li> <li>Showing appreciation to people and animals</li> </ul>	<ul style="list-style-type: none"> <li>Being unique</li> <li>Having a baby</li> <li>Girls and puberty</li> <li>Confidence in change</li> <li>Accepting change</li> <li>Preparing for transition</li> <li>Environmental change</li> </ul>
<b>Ages 9-10</b>	<ul style="list-style-type: none"> <li>Planning the forthcoming year</li> <li>Being a citizen</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>How behaviour affects groups</li> <li>Democracy, having a voice, participating</li> </ul>	<ul style="list-style-type: none"> <li>Cultural differences and how they can cause conflict</li> <li>Racism</li> <li>Rumours and name-calling</li> <li>Types of bullying</li> <li>Material wealth and happiness</li> <li>Enjoying and respecting other cultures</li> </ul>	<ul style="list-style-type: none"> <li>Future dreams</li> <li>The importance of money</li> <li>Jobs and careers</li> <li>Dream job and how to get there</li> <li>Goals in different cultures</li> <li>Supporting others (charity)</li> <li>Motivation</li> </ul>	<ul style="list-style-type: none"> <li>Smoking, including vaping</li> <li>Alcohol</li> <li>Alcohol and anti-social behaviour</li> <li>Emergency aid</li> <li>Body image</li> <li>Relationships with food</li> <li>Healthy choices</li> <li>Motivation and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Self-recognition and self-worth</li> <li>Building self-esteem</li> <li>Safer online communities</li> <li>Rights and responsibilities online</li> <li>Online gaming and gambling</li> <li>Reducing screen time</li> <li>Dangers of online grooming</li> <li>SMARRT internet safety rules</li> </ul>	<ul style="list-style-type: none"> <li>Self- and body image</li> <li>Influence of online and media on body image</li> <li>Puberty for girls</li> <li>Puberty for boys</li> <li>Conception (including IVF)</li> <li>Growing responsibility</li> <li>Coping with change</li> <li>Preparing for transition</li> </ul>
<b>Ages 10-11</b>	<ul style="list-style-type: none"> <li>Identifying goals for the year</li> <li>Global citizenship</li> <li>Children's universal rights</li> <li>Feeling welcome and valued</li> <li>Choices, consequences and rewards</li> <li>Group dynamics</li> <li>Democracy, having a voice</li> <li>Anti-social behaviour</li> <li>Role-modelling</li> </ul>	<ul style="list-style-type: none"> <li>Perceptions of normality</li> <li>Understanding disability</li> <li>Power struggles</li> <li>Understanding bullying</li> <li>Inclusion/exclusion</li> <li>Differences as conflict, difference as celebration</li> <li>Empathy</li> </ul>	<ul style="list-style-type: none"> <li>Personal learning goals, in and out of school</li> <li>Success criteria</li> <li>Emotions in success</li> <li>Making a difference in the world</li> <li>Motivation</li> <li>Recognising achievements</li> <li>Compliments</li> </ul>	<ul style="list-style-type: none"> <li>Taking personal responsibility</li> <li>How substances affect the body</li> <li>Exploitation, including 'county lines' and gang culture</li> <li>Emotional and mental health</li> <li>Managing stress</li> </ul>	<ul style="list-style-type: none"> <li>Mental health</li> <li>Identifying mental health worries and sources of support</li> <li>Love and loss</li> <li>Managing feelings</li> <li>Power and control</li> <li>Assertiveness</li> <li>Technology safety</li> <li>Take responsibility with technology use</li> </ul>	<ul style="list-style-type: none"> <li>Self-image</li> <li>Body image</li> <li>Puberty and feelings</li> <li>Conception to birth</li> <li>Reflections about change</li> <li>Physical attraction</li> <li>Respect and consent</li> <li>Boyfriends/girlfriends</li> <li>Sexting</li> <li>Transition</li> </ul>



Long Knowle Primary School – Progression of Vocabulary for PSHE and RSE

Vocabulary

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Being Me in My World</b>	kind, gentle, friend, similar, different, rights, responsibilities, feelings, angry, happy, excited, nervous, sharing, taking turns	safe, special, calm, belonging, special, learning charter, jigsaw charter, rewards, proud, consequences, upset, disappointed, illustration	worries, hopes, fears, responsible, actions, praise, positive, negative, choices, co-operate, problem-solving	welcome, valued, achievements, pleased, personal goal, acknowledge, affirm, emotions, feelings, nightmare, solutions, support, dream, behaviour, fairness, group dynamics, teamwork, viewpoint, ideal school, belong	included, excluded, role, job description, school community, democracy, democratic, decisions, voting, authority, contribution, observer	challenge, goal, attitude, citizen, views, opinion, collective	Ghana, west Africa, cocoa plantation, cocoa pods, community, education, wants, needs, Maslow, empathy, comparison, opportunities, education, empathise, obstacles, co-operation, collaboration, legal, illegal, lawful, laws, participation, motivation, decision
<b>Celebrating Difference</b>	different, special, proud, friends, kind, same, similar, happy, sad, frightened, angry, family.	similarity, same as, different from, difference, bullying, bullying behaviour, deliberate, on purpose, unfair, included, bully, bullied, celebrations, special, unique	boys, girls, similarities, assumptions, shield, stereotypes, special, differences, bully, purpose, unkind, feelings, sad, lonely, help, stand up for, male, female, diversity, fairness, kindness, unique, value	loving, caring, safe, connected, conflict, solve it together, solutions, resolve, witness, bystander, bullying, gay, feelings, tell, consequences, hurtful, compliment,	character, judgement, surprised, different, appearance, accept, influence, opinion, attitude, secret, deliberate, on purpose, bystander, witness, problem-solve, cyber bullying, text message, website, troll, physical features, impression, changed	culture, conflict, similarity, belong, culture wheel, racism, colour, race, discrimination, ribbon, rumour, name-calling, racist, homophobic, cyber bullying, texting, problem solving, indirect, direct, happiness, developing world, celebration, artefacts, display, presentation	male, female, biological sex, stereotype, individuality, diverse, different, equality, fairness, identity, gender identity, transgender, non-binary, courage, fairness, rights

<p><b>Dreams and Goals</b></p>	<p>dream, goal, challenge, job, ambition, perseverance, achievement, happy, kind, encourage</p>	<p>proud, success, treasure, coins, learning, stepping-stones, process, working together, teamwork, celebrate, learning, stretchy, challenge, feelings, obstacle, overcome, achieve</p>	<p>realistic, achievement, goal, strength, persevere, difficult, easy, learning together, partner, product</p>	<p>perseverance, challenges, success, obstacles, dreams, goals, ambitions, future, aspirations, garden, decorate, enterprise, design, co-operation, strengths, motivated, enthusiastic, excited, efficient, responsible, frustration, 'solve it together' technique, solutions, review, learning, evaluate</p>	<p>hope, determination, resilience, positive attitude, disappointment, fears, hurts, positive experiences, plans, cope, help, self-belief, motivation, commitment, enterprise</p>	<p>feeling, money, grown up, adult, lifestyle, job, career, profession, money, salary, contribution, society, determination, motivation, culture, country, sponsorship, communication, support, rallying, teamwork, co-operation, difference</p>	<p>learning, stretch, personal, realistic, unrealistic, success, criteria, learning steps, global issue, suffering, concern, hardship, sponsorship, empathy, motivation, admire, respect, praise, compliment, contribution, recognition</p>
<p><b>Healthy Me</b></p>	<p>healthy, exercise, head, shoulders, knees, toes, sleep, wash, clean, stranger, scare</p>	<p>unhealthy, balanced, exercise, sleep, choices, clean, body parts, keeping clean, toiletry items (e.g. toothbrush, shampoo, soap), hygienic, safe medicines, safe, safety, green cross code, eyes, ears, look, listen, wait</p>	<p>healthy choices, lifestyle, motivation, relax, relaxation, tense, calm, dangerous, medicines, body, balanced diet, portion, proportion, energy, fuel, nutritious</p>	<p>oxygen, calories/kilojoules, heartbeat, lungs, heart, fitness, labels, sugar, fat, saturated fat, healthy, drugs, attitude, anxious, scared, strategy, advice, harmful, risk, feelings, complex, appreciate, body, choice</p>	<p>friendship, emotions, relationships, friendship groups, value, roles, leader, follower, assertive, agree, disagree, smoking, pressure, peers, guilt, advice, alcohol, liver, disease, anxiety, fear, believe, assertive, opinion, right, wrong</p>	<p>choices, healthy behaviour, unhealthy behaviour, informed decision, pressure, media, influence, emergency, procedure, recovery position, level-headed, body image, media, social media, celebrity, altered, self-respect, comparison, eating problem, eating disorder, respect, debate, opinion, fact, motivation</p>	<p>responsibility, immunisation, prevention, drugs, effects, prescribed, unrestricted, over-the-counter, restricted, illegal, volatile substances, 'legal highs', exploited, vulnerable, criminal, gangs, pressure, strategies, reputation, anti-social behaviour, crime, mental health, emotional health, mental illness, symptoms, stress, triggers, strategies, managing stress, pressure</p>

<p><b>Relationships</b></p>	<p>family, jobs, relationship, friend, lonely, argue, fall-out, words, feelings, angry, upset, calm me, breathing</p>	<p>belong, same, different, friendship, qualities, caring, sharing, kind, greeting, touch, feel, texture, like, dislike, help, helpful, community, confidence, praise, skills, self-belief, incredible, proud, celebrate, relationships, special, appreciate</p>	<p>similarities, special, important, co-operate, physical contact, communication, hugs, acceptable, not acceptable, conflict, point of view, positive problem solving, secret, surprise, good secret, worry secret, telling, adult, trust, happy, sad, frightened, trust, trustworthy, honesty, reliability, compliments, celebrate</p>	<p>men, women, unisex, male, female, stereotype, career, job, role, responsibilities, respect, differences, similarities, conflict, win-win, solution, solve-it-together, problem-solve, internet, social media, online, risky, gaming, safe, unsafe, private messaging (pm), direct messaging (dm), global, communication, fair trade, inequality, food journey, climate, transport, exploitation, rights, needs, wants, justice,</p>	<p>relationship, close, jealousy, emotions, positive, negative, loss, shock, disbelief, numb, denial, guilt, sadness, pain, despair, hope, souvenir, memento, memorial, acceptance, relief, remember, negotiate, compromise, loyal, empathy, betrayal, amicable, love.</p>	<p>personal attributes, qualities, characteristics, self-esteem, unique, comparison, negative self-talk, social media, online, community, positive, negative, safe, unsafe, rights, social network, violence, grooming, troll, gambling, betting, trustworthy, appropriate, screen time, physical health, mental health, off-line, social, peer pressure, influences, personal information, passwords, privacy, settings, profile, smart rules</p>	<p>mental health, ashamed, stigma, stress, anxiety, support, worried, signs, warning, self-harm, emotions, feelings, sadness, loss, grief, denial, despair, guilt, shock, hopelessness, anger, bereavement, coping strategies, power, control, authority, bullying, script, assertive, risks, pressure, influences, self-control, real/fake, true/untrue, assertiveness, judgement, communication, technology, power, cyber-bullying, abuse, safety</p>
<p><b>Changing Me</b></p>	<p>eye, foot, eyebrow, forehead, ear, mouth, arm, leg, chest, knee, nose, tongue, finger, toe, stomach, hand, baby, grown-up, adult, change, worry, excited, memories</p>	<p>changes, life cycles, adulthood, mature, male, female, vagina, penis, testicles, vulva, anus, learn, new, grow, feelings, anxious, worried, excited, coping</p>	<p>change, grow, control, fully grown, growing up, old, young, change, respect, appearance, physical, baby, toddler, child, teenager, independent, timeline, freedom, responsibilities, vagina, public, private, touch, texture, cuddle, hug, squeeze, like, dislike, acceptable,</p>	<p>birth, animals, babies, mother, grow, uterus, womb, nutrients, survive, love, affection, care, puberty, sperm, ovaries, egg, ovum/ova, womb/uterus, stereotypes, task, roles, challenge</p>	<p>personal, unique, characteristics, parents, making love, having sex, sexual intercourse, fertilise, conception, menstruation, periods, circle, seasons, change, control, emotions, acceptance</p>	<p>body image, self-image, looks, personality, perception, self-esteem, affirmation, comparison, oestrogen, fallopian tube, cervix, develops, breasts, hips, Adam's apple, scrotum, genitals, hair, broader, wider, semen, erection, ejaculation, urethra,</p>	<p>negative body-talk, mental health, midwife, labour, opportunities, affirmation, freedoms, attraction, relationship, love, sexting, transition, secondary, journey, worries, anxiety, excitement</p>

			unacceptable, comfortable, uncomfortable, looking forward, nervous, happy			wet dream, growth spurt, larynx, facial hair, pubic hair, hormones, scrotum, testosterone, circumcised, uncircumcised, foreskin, epididymis, fertilised, unfertilised, conception, sexual intercourse, embryo, umbilical cord, IVF, foetus, contraception, pregnancy, sanitary products, tampon, pad, towel, liner, hygiene, age appropriateness, legal, laws, responsible, teenager, responsibilities, right	
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## Relationships Education in Primary schools– DfE Guidance 2019 (Appendix 3)

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

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

	<b>Pupils should know...</b>	<b>How Jigsaw provides the solution</b>
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• R1 that families are important for children growing up because they can give love, security and stability.</li> <li>• R2 the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• R3 that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• R4 that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</li> <li>• R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul>

<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>• R7 how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</li> <li>• R10 that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed</li> </ul>	
<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>• R12 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• R13 practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• R14 the conventions of courtesy and manners</li> <li>• R15 the importance of self-respect and how this links to their own happiness</li> <li>• R16 that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• R17 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• R19 the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>	
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• R20 that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• R21 that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> </ul>

	<ul style="list-style-type: none"> <li>• R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• R24 how information and data is shared and used online.</li> </ul>	<ul style="list-style-type: none"> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• R26 about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• R32 where to get advice e.g. family, school and/or other sources.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

## Physical health and mental well-being education in Primary schools – DfE Guidance

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

By the end of primary school:

	<b>Pupils should know</b>	<b>How Jigsaw provides the solution</b>
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• H1 that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.</li> <li>• H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>• H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>• H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental well-being or ability to control their emotions (including issues arising online).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

	<ul style="list-style-type: none"> <li>• H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>	
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• H11 that for most people the internet is an integral part of life and has many benefits.</li> <li>• H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• H14 why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• H17 where and how to report concerns and get support with issues online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy Me</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• H18 the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• H20 the risks associated with an inactive lifestyle (including obesity).</li> <li>• H21 how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• H22 what constitutes a healthy diet (including understanding calories and other nutritional content).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p>

	<ul style="list-style-type: none"> <li>• H23 the principles of planning and preparing a range of healthy meals.</li> <li>• H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>	
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>• H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• H31 the facts and Science relating to immunisation and vaccination</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• H32 how to make a clear and efficient call to emergency services if necessary.</li> <li>• H33 concepts of basic first aid, for example dealing with common injuries, including head injuries.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• H35 about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Changing Me</li> <li>• Healthy Me</li> </ul>

End of Guidance Appendix

