**BEWSEY LODGE PRIMARY SCHOOL**



**RSE POLICY**

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| Date of Review | March 2023 |
| Date of next Review | March 2024 |
| Signed by Chair |  |

**Jigsaw PSHE Policy (including RSE)**

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| Name of school | Bewsey Lodge Primary School |
| Date of policy | March 2023 |
| Member of staff responsible | Miss Kearns |
| Review date | March 2024 |

This Jigsaw PSHE policy is informed by existing DfE guidance on

* [**Relationships Education, Relationships and Sex Education (RSE) and Health Education**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education2.pdf)(February 2019)
* [**Preventing and tackling bullying**](http://www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying) (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017)
* [**Drug and Alcohol Education**](https://www.gov.uk/government/publications/dfe-and-acpo-drug-advice-for-schools) (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012)
* [**Safeguarding**](http://www.education.gov.uk/schools/guidanceandadvice?f_category=Safeguarding&page=1) (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013 [**Keeping Children Safe in Education, 201**](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)**8**)
* [**Equality**](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools) (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014). Schools should pay particular attention to the [Public sector equality duty (PSED)](https://www.gov.uk/government/publications/public-sector-equality-duty) (s.149 of the Equality Act).
* [**Respectful School Communities: Self Review and Signposting Tool**](https://educateagainsthate.com/) (a tool to support a whole school approach that promotes respect and discipline)
* [**Behaviour and Discipline in Schools**](https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools) (advice for schools, including advice for appropriate behaviour between pupils)
* [**SEND code of practice**](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25): 0 to 25 years (statutory guidance)
* [**Alternative Provision**](https://www.gov.uk/government/publications/alternative-provision) (statutory guidance)
* [**Mental Health and Behaviour in Schools**](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2) (advice for schools)
* [**Preventing and Tackling Bullying**](https://www.gov.uk/government/publications/preventing-and-tackling-bullying) (advice for schools, including advice on cyberbullying)
* [**Sexual violence and sexual harassment between children in schools**](https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges) (advice for schools)
* [**The Equality and Human Rights Commission Advice and Guidance**](https://www.equalityhumanrights.com/en/advice-and-guidance) (provides advice on avoiding discrimination in a variety of educational contexts)
* [**Promoting Fundamental British Values as part of SMSC in schools**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf) (guidance for maintained schools on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC)
* [**SMSC requirements for independent schools**](https://www.gov.uk/government/publications/improving-the-smsc-development-of-pupils-in-independent-schools) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
* [**National Citizen Service**](https://www.gov.uk/government/publications/national-citizen-service-guidance-for-schools-and-colleges) guidance for schools

The Jigsaw Programme meets all the outcomes in the PSHE Association Programmes of Study, 2017.

**Aim of the Jigsaw PSHE policy**

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

In our school we choose to deliver Personal, Social, Health Education (including Relationships Education, Relationships and Sex Education (RSE) and Health Education) using Jigsaw, the mindful approach to PSHE.

**Objectives/Pupil learning intentions:**

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

1. Have a sense of purpose
2. Value self and others
3. Form relationships
4. Make and act on informed decisions
5. Communicate effectively
6. Work with others
7. Respond to challenge
8. Be an active partner in their own learning
9. Be active citizens within the local community
10. Explore issues related to living in a democratic society
11. Become healthy and fulfilled individuals

#### Jigsaw Content

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

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| Term | Puzzle name | Content |
| Autumn 1: | Being Me in My World | Includes understanding my place in the class, school and global community as well as devising Learning Charters |
| Autumn 2: | Celebrating Difference | Includes anti-bullying (cyber and homophobic bullying included) and diversity work |
| Spring 1: | Dreams and Goals | Includes goal-setting, aspirations, working together to design and organise fund-raising events |
| Spring 2: | Healthy Me | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices |
| Summer 1: | Relationships | Includes understanding friendship, family and other relationships, conflict resolution and communication skills in Relationship Education |
| Summer 2: | Changing Me | Includes Relationships and Sex Education in the context of looking at change |

**Teaching**

Jigsaw is taught in a weekly hour-long discrete lesson, from Nursery through to Year Six. The whole school weekly theme is celebrated and reinforced in the weekly KS1 and KS2 assembly to ensure that learning is translated into positive behaviour and attitudes and not just confined to the lesson.

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 in Jigsaw that are designed to progress in sequence from September to July. 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 has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children’s needs today); and one is based on emotional literacy and social skills development to enhance children’s emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to children living in today’s world as it helps 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.

**Assessment**

Jigsaw is assessed using both formative and summative assessment. Each lesson has a formative assessment activity that children can use to self/peer assess their understanding. “My Jigsaw Learning” resource supports younger children to reflect on both the PSHE objective and their social skills/emotional literacy objective. KS2 complete this verbally with the class teacher at the end of each lesson to reflect on their progress within each lesson. The last lesson in each unit also provides a purposeful assessment opportunity for the whole puzzle. At the end of each Puzzle, teachers use the weekly reflections and journalled evidence to make a summative assessment of the class’s progress. Teachers are supported in making judgements about childrens progress within each unit using the three Jigsaw-specific attainment descriptors provided per Puzzle. Teachers use a “best fit” approach when reporting on their class’s progress per half term. Children who are working towards, working at or working beyond for that Puzzle are also tracked and reported half termly. Children who may need more support with emotional literacy or social skills development will be signposted to the relevant pastoral support systems. Exemplifications of Piece 6 assessments are also provided (per unit, per year group) to aid teacher judgement for the working towards/ working at/working beyond attainment descriptors.

**Monitoring and Evaluating**

The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme’s effectiveness will be conducted on the basis of:

1. Pupil and teacher evaluation of the content and learning processes
2. Staff meetings to review and share experience

**Relationship and Sex Education (RSE)**

**Relationships and Sex Education update**

Since the then-Right Honourable Justine Greening, Secretary of State for Education, announced, on March 1st 2017, that it was her intention to make Relationships Education statutory in Primary schools from September 2019, the DfE has made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. The key decisions on these subjects have been informed by an engagement process, including a public call for evidence that received over 23,000 responses from parents, young people, schools and experts and a public consultation where over 40,000 people contacted the Department for Education. Many schools will choose to teach the compulsory content within a wider programme of Personal, Social, Health and Economic Education or similar. The DfE encourages schools to continue to do so, if this is right for them, and build on established, high quality programmes.

***What does the new Relationships Education cover?***

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

The new guidance states that by the end of primary school all children should know: ‘how to report concerns or abuse, and the vocabulary and confidence needed to do so’.

**Aims of RSE**

* To promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBT and gender equality, in line with the Equalities Act 2010.
* To learn about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.
* To equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

Relationships Education, Health Education, science and sex education work together to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong.

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

RSE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

*"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights."*

Report to the UN General Assembly - July 2010 | Item 69, paragraph 18

***The role of the headteacher***

It is the responsibility of the headteacher to ensure that staff and parents are informed about the RSE policy, and that the policy is implemented effectively. It is also the headteacher’s responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The headteacher liaises with external agencies regarding the school RSE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

***Monitoring and Review***

The Curriculum Committee of the governing body and PSHE Lead monitors the sex education 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 sex education programme and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the RSE programme that is taught in the school. Governors should scrutinise materials to check they are in accordance with the school’s ethos.

***Equalities***

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

**Relationship Education in Primary schools – what should be included and how does Jigsaw provide the solution?**

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 guidance states that, by the end of primary school:

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|  | **Pupils should know…** | **How Jigsaw provides the solution** |
| **Families and people who care for me** | * that families are important for children growing up because they can give love, security and stability. * 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. * 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. * 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. * 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). * how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. * 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. * what a stereotype is, and how stereotypes can be unfair, negative or destructive. * the importance of permission-seeking and giving in relationships with friends, peers and adults. | All of these aspects are covered in lessons within the Puzzles   * Relationships * Changing Me * Celebrating Difference * Being Me in My World |
| **Online relationships** | * that people sometimes behave differently online, including by pretending to be someone they are not. * 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. * the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. * how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. * how information and data is shared and used online. | All of these aspects are covered in lessons within the Puzzles   * Relationships * Changing Me * Celebrating Difference |
| **Being safe** | * what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). * 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. * that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. * how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. * how to recognise and report feelings of being unsafe or feeling bad about any adult. * how to ask for advice or help for themselves or others, and to keep trying until they are heard, * how to report concerns or abuse, and the vocabulary and confidence needed to do so. * where to get advice e.g. family, school and/or other sources. | All of these aspects are covered in lessons within the Puzzles   * Relationships * Changing Me * Celebrating Difference |

***Jigsaw RSE Content***

The grid below shows specific learning intentions for each year group in the ‘Relationships’ Puzzle.

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| **Year Group** | **Piece Number and Name** | **Learning Intentions**  **‘Pupils will be able to…’** |
| **FS1/2** | Piece 1  My Family and Me! | I can tell you about my family  I can identify some of the jobs I do in my family and how I feel like I belong |
| Piece 2  Make friends, make friends, never ever break friends! – Part 1 | I understand how to make friends if I feel lonely  I know how to make friends to stop myself from feeling lonely |
| Piece 3  Make friends, make friends, never ever break friends! – Part 2 | I can tell you some of the things I like about my friends  I can think of ways to solve problems and stay friends |
| Piece 4  Falling out and bullying – Part 1 | I know what to say and do if somebody is mean to me  I am starting to understand the impact of unkind words |
| Piece 5  Falling out and bullying – Part 2 | I can use Calm Me time to manage my feelings |
| Piece 6  Being the best friend we can be | I can work together and enjoy being with my friends  I know how to be a good friend |
| **1** | Piece 1  Families | I can identify the members of my family and understand that there are lots of different types of families  I know how it feels to belong to a family and care about the people who are important to me |
| Piece 2  Making friends | I can identify what being a good friend means to me  I know how to make a new friend |
| Piece 3  Greetings | I know appropriate ways of physical contact to greet my friends and know which ways I prefer  I can recognise which forms of physical contact are acceptable and unacceptable to me |
| Piece 6  Celebrating my special relationships | I can tell you why I appreciate someone who is special to me  I can express how I feel about them |
| **2** | Piece 1  Families | I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate  I accept that everyone’s family is different and understand that most people value their family |
| Piece 2  Keeping safe – exploring physical contact | I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not  I know which types of physical contact I like and don’t like and can talk about this |
| Piece 3  Friends and conflict | I can identify some of the things that cause conflict with my friends  I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends |
| Piece 4  Secrets | I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret  I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this |
| Piece 5  Trust and appreciation | I recognise and appreciate people who can help me in my family, my school and my community  I understand how it feels to trust someone |
| Piece 6  Celebrating My Special Relationships | I can express my appreciation for the people in my special relationships  I am comfortable accepting appreciation from others |
| **3** | Piece 1  Family roles and responsibilities | I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females  I can describe how taking some responsibility in my family makes me feel |
| Piece 2  Friendship | I can identify and put into practice some of the skills of friendship, e.g. taking turns, being a good listener  I know how to negotiate in conflict situations to try to find a win-win solution |
| Piece 3  Keeping myself safe | I know and can use some strategies for keeping myself safe  I know who to ask for help if I am worried or concerned |
| Piece 6  Celebrating my web of relationship | I know how to express my appreciation to  my friends and family  I enjoy being part of a family and friendship groups |
| **4** | Piece 1  Relationship web | I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant  I know how it feels to belong to a range of different relationships and can identify what I contribute to each of them |
| Piece 2  Love and loss | I can identify someone I love and can express why they are special to me  I know how most people feel when they lose someone or something, they love |
| Piece 6  Celebrating my relationships with people and animals | I know how to show love and appreciation to the people and animals who are special to me  I can love and be loved |
| **5** | Piece 2  Getting on and falling out | I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends  I know how to stand up for myself and how to negotiate and compromise |
| Piece 3  Girlfriends and boyfriends | I understand how it feels to be attracted to someone and what having a boyfriend/ girlfriend might mean  I understand that relationships are personal and there is no need to feel pressured into having a boyfriend/ girlfriend |
| Piece 4  Girlfriends and boyfriends | I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean  I can recognise the feeling of jealousy, where it comes from and how to manage it |
| Piece 5  Relationships and technology | I understand how to stay safe when using technology to communicate with my friends  I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to others |
| Piece 6  Relationships and technology | I can explain how to stay safe when using technology to communicate with my friends  I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others |
| **6** | Piece 1  My relationships web | I can identify the most significant people to be in my life so far  I understand how it feels to have people in my life that are special to me |
| Piece 4  Power and control | I can recognise when people are trying to gain power or control  I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control |
| Piece 5  Being safe with technology 1 | I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening  I can take responsibility for my own safety and well-being |
| Piece 6  Being safe with technology 2 | I can use technology positively and safely to communicate with my friends and family  I can take responsibility for my own safety and well-being |

**Sex Education in Primary schools – what should be included and how does Jigsaw provide the solution?**

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in the DfE guidance therefore focuses on Relationships Education.

The grid below shows specific learning intentions for each year group in the ‘Changing Me’ Puzzle.

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| **Year Group** | **Piece Number and Name** | **Learning Intentions**  **‘Pupils will be able to…’** |
| **FS1/2** | Piece 3  Growing Up | D4 - Seek out others to share experiences. Show affection and concern for people who are special to them  D6 - Explain own knowledge and understanding, and ask appropriate questions of others  ELG - Show sensitivity to others’ needs and feelings |
| **1** | Piece 4  Boys’ and Girls’ Bodies | identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina  respect my body and understand which parts are private |
| **2** | Piece 4  Boys’ and Girls’ Bodies | recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private  tell you what I like/don’t like about being a boy/girl |
| **3** | Piece 1  How Babies Grow | 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  express how I feel when I see babies or baby animals |
| Piece 2  Babies | understand how babies grow and develop in the mother’s uterus and understand what a baby needs to live and grow  express how I might feel if I had a new baby in my family |
| Piece 3  Outside Body Changes | understand that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babies  identify how boys’ and girls’ bodies change on the outside during this growing up process  recognise how I feel about these changes happening to me and know how to cope with those feelings |
| Piece 4  Inside Body Changes | identify how boys’ and girls’ bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up  recognise how I feel about these changes happening to me and how to cope with these feelings |
| **4** | Piece 2  Having A Baby | correctly label the internal and external parts of male and female bodies that are necessary for making a baby  understand that having a baby is a personal choice and express how I feel about having children when I am an adult |
| Piece 3  Girls and Puberty | 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  know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty |
| **5** | Piece 2  Puberty for Girls | explain how a girl’s body changes during puberty and understand the importance of looking after myself physically and emotionally  understand that puberty is a natural process that happens to everybody and that it will be OK for me |
| Piece 3  Puberty for Boys and Girls | describe how boys’ and girls’ bodies change during puberty  express how I feel about the changes that will happen to me during puberty |
| Piece 4  Conception | understand that sexual intercourse can lead to conception and that is how babies are usually made  understand that sometimes people need IVF to help them have a baby  appreciate how amazing it is that human bodies can reproduce in these ways |
| **6** | Piece 2  Puberty | explain how girls’ and boys’ bodies change during puberty and understand the importance of looking after myself physically and emotionally  express how I feel about the changes that will happen to me during puberty |
| Piece 3  Girl Talk/Boy Talk | ask the questions I need answered about changes during puberty  reflect on how I feel about asking the questions and about the answers I receive |
| Piece 4  Babies – Conception to Birth | describe how a baby develops from conception through the nine months of pregnancy, and how it is born  recognise how I feel when I reflect on the development and birth of a baby |
| Piece 5  Attraction | understand how being physically attracted to someone changes the nature of the relationship  express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this |

**Physical health and mental well-being education in Primary schools – what should be included and how does Jigsaw provide the solution?**

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:

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| --- | --- | --- |
|  | **Pupils should know** | **How Jigsaw provides the solution** |
| **Mental wellbeing** | * that mental wellbeing is a normal part of daily life, in the same way as physical health. * 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. * 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. * how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. * the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. * simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. * isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. * that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. * 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). * 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. | All of these aspects are covered in lessons within the Puzzles   * Healthy Me * Relationships * Changing Me * Celebrating Difference |
| **Internet safety and harms** | * that for most people the internet is an integral part of life and has many benefits. * 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. * 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. * why social media, some computer games and online gaming, for example, are age restricted. * 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. * how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. * where and how to report concerns and get support with issues online. | All of these aspects are covered in lessons within the Puzzles   * Relationships * Healthy Me |
| **Physical health and fitness** | * the characteristics and mental and physical benefits of an active lifestyle. * 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. * the risks associated with an inactive lifestyle (including obesity). * how and when to seek support including which adults to speak to in school if they are worried about their health. | All of these aspects are covered in lessons within the Puzzles   * Healthy Me |
| **Healthy eating** | * what constitutes a healthy diet (including understanding calories and other nutritional content). * the principles of planning and preparing a range of healthy meals. * 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). | All of these aspects are covered in lessons within the Puzzles   * Healthy Me |
| **Drugs, alcohol and tobacco** | * how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. * about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. * the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. * about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. * about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. * the facts and science relating to immunisation and vaccination | All of these aspects are covered in lessons within the Puzzles   * Healthy Me |
| **Basic first aid** | * how to make a clear and efficient call to emergency services if necessary. * concepts of basic first-aid, for example dealing with common injuries, including head injuries. | All of these aspects are covered in lessons within the Puzzles   * Healthy Me |
| **Changing adolescent body** | * key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. * about menstrual wellbeing including the key facts about the menstrual cycle. | All of these aspects are covered in lessons within the Puzzles   * Changing Me * Healthy Me |

**Drug and Alcohol Education**

Definition of ‘Drugs’:

This policy uses the definition that a drug is: ‘A substance people take to change the way they feel, think or behave’ (United Nations Office on Drugs and Crime). The term ‘Drugs’ includes

* All illegal drugs
* All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
* All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

# **Moral and Values Framework**

# The Drug and Alcohol Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

* Respect for self
* Respect for others
* Responsibility for their own actions
* Responsibility for their family, friends, schools and wider community

***Jigsaw Drug and Alcohol Education Content***

The grid below shows specific Drug and Alcohol Education learning intentions for each year group in the ‘Healthy Me’ Puzzle.

|  |  |  |
| --- | --- | --- |
| **Year Group** | **Piece Number and Name** | **Learning Intentions**  **‘Pupils will be able to…’** |
| 2 | Piece 3  Medicine Safety | understand how medicines work in my body and how important it is to use them safely  feel positive about caring for my body and keeping it healthy |
| 3 | Piece 3  What Do I Know About Drugs? | tell you my knowledge and attitude towards drugs  identify how I feel towards drugs |
| 4 | Piece 3  Smoking | understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke  can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others |
| Piece 4  Alcohol | understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol  can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others |
| 5 | Piece 1  Smoking | know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart  make an informed decision about whether or not I choose to smoke and know how to resist pressure |
| Piece 2  Alcohol | know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart  make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure |
| 6 | Piece 2  Drugs | know about different types of drugs and their uses and their effects on the body particularly the liver and heart  be motivated to find ways to be happy and cope with life’s situations without using drugs |
| Piece 3  Alcohol | evaluate when alcohol is being used responsibly, anti-socially or being misused  tell you how I feel about using alcohol when I am older and my reasons for this |

**Policy Review**

This policy is reviewed annually.

|  |  |  |
| --- | --- | --- |
|  | Signed Headteacher | Signed Chair of Governors |
| Date of review:  March 2023 |  |  |
| Date of next review:  March 2024 |  |  |