

George Spicer Primary School
PSHE (Personal, Social, Health Education) Policy
(including Relationships and Health Education
Statutory from September 2020, and our position on Sex Education)



Inspire, Empower, Improve

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| Date of review: | October 2023 |
| Headteacher | Dominic Spong |
| Choor of Governors | Anne Del Greco & Deborah Dykins |
| Reviewed by: | Curriculum and Achievement Committee |
| Next review planned by: | October 2024 |

‘Learning well today to live a better tomorrow’

1. Introduction

Our PSHE programme promotes the spiritual, moral, cultural, mental and physical development of pupils at George Spicer Primary School, preparing them for the opportunities, responsibilities and experiences throughout their life. We follow a programme of study that not only reflects specific needs but also the universal needs shared by all pupils. It provides pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the local and wider global community.

As a maintained primary school, from September 2020, it is statutory that we provide Relationships Education and Health Education to all pupils as per section 34 of the Children and Social work act 2017. This will be delivered through our Personal, Social and Health Education curriculum to all pupils in Years R-6.

Sex education, although not statutory, has always been an important part of the George Spicer curriculum. We will continue to teach this curriculum area - some aspects which will now be covered under the new statutory Health Education curriculum, the remaining objectives which will be met through the primary Science Curriculum. This is in line with the Department for Education (DfE) recommendation, that all primary schools should have a sex education programme tailored to the age and maturity of the pupils.

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; the Christopher Winter Project (CWP) and other age appropriate support materials.

As a Rights Respecting School, our PSHE programme works alongside our commitment to the key principles of the United Nations Convention on the Rights of the Child (UNCRC). These include non-discrimination (Article 2), devotion to the best interest of the child (Article 3), the right to life, survival and development (Article 6), the right to be safe (Article 19) and the right to be heard (Article 12). These provide the support for our school's core values of Respect, Responsibility and Equality.

2. Key principles

Relationships Education

At George Spicer we believe that Relationships Education should:

- have a clear focus on developing positive, strong and healthy relationships
- teach respect and inclusivity
- reinforce the school's values of Respect, Responsibility and Equality
- teach our pupils about 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships' and 'Being safe'
- emphasise how pupils keep themselves safe both on and offline
- reflect the law (including the Equality Act 2010) as it applies to relationships so that young people clearly understand what the law allows and does not allow and how to report concerns and abuse
- provide our pupils with the vocabulary and confidence needed to speak up for themselves and their rights
- promote equal, safe and enjoyable relationships, and be taught in a way which fosters LGBTQ and gender equality, in line with the equalities act 2010
- link closely with other parts of our curriculum including Science, Religious Education, Computing and Sex Education

From September 2020, parents will not be able to withdraw their child from this curriculum.

Health Education

At George Spicer we believe that Health Education should:

- focus equally on physical, mental and emotional health
- provide our pupils with the skills and knowledge to care effectively for themselves
- provide our pupils with strategies for coping with their emotions to support their mental health
- teach our pupils and enable them to thrive
- teach our pupils about 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'

The Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education although some of the outcomes are taught elsewhere in Jigsaw. Emotional and mental health is nurtured every PSHE 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.

Parents will not be able to withdraw their child from this 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'. Although, 'Sex Education is not compulsory in primary schools'. (p. 23) at George Spicer we have always followed a sex education programme within our curriculum and will continue to do so as we believe:

- 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
- RSE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish
- our pupils should understand about how their bodies work and the correct terminology for their body parts
- children should understand the facts about human reproduction before they leave primary school, so we teach this as part of our Science Curriculum
- children and young people should be equipped to make responsible and informed decisions about their health and well-being

‘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 George Spicer, puberty is taught as a statutory requirement of Health Education and taught through our Jigsaw PSHE Programme in the ‘Changing Me’ Puzzle (unit) in Summer 2. From the DFE Guidance, we conclude that Sex Education refers to Human Reproduction. The Science National Curriculum requires children to know how mammals reproduce. In order to teach Sex Education in a scientific context, we have opted to teach this within our Science curriculum, as we believe this is most appropriate for our children. Therefore, the parental right to withdraw their child is not applicable. We are of course happy to discuss the content of the curriculum and invite you to contact the Headteacher in writing if you wish to do so.

Safeguarding

At George Spicer we are committed to safeguarding and promoting the welfare of children (as defined in our Safeguarding Policy). To achieve our commitment to this:

- our PSHE curriculum develops the children’s knowledge and understanding of their right to be safe (UNCRC article 19)
- we provide children with the knowledge and skills to make informed decisions about their own safety
- we promote children’s understanding of safe and effective care of themselves
- we teach them the correct vocabulary to be able to communicate about their welfare and rights
- all content taught to our pupils, and resources used, are age appropriate
- starting in Reception, RSE lessons develop our pupils’ confidence to safeguard themselves, teaching them about standing up for themselves, who they can trust, respecting their body, dealing with inappropriate touching, speaking up and being confident to say no (see appendix for lesson details)

- RSE lessons taught in Year 5 & 6 include specific discussions about child protection and safeguarding in which the issue of FGM is mentioned. They are designed to help girls understand their right to be safe and be in control of their bodies. These lessons cover issues designed to help children prepare themselves for the transition to secondary school and some will be taught in single sex groups.
- we encourage them to have confidence to speak up for themselves, for others and their rights
- we support children to feel safe and valued, and nurture them to thrive and achieve the best possible outcomes for their physical, mental and emotional wellbeing

In essence, teaching about safety and relationships as part of PSHE (and particularly RSE) contributes to how we approach the safeguarding of pupils. It helps our pupils to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action. This is crucial to fulfilling statutory duties in relation to safeguarding pupils as well as to meeting Ofsted expectations.

If staff have a concern regarding a child's physical, mental or emotional wellbeing, they can refer to the Safeguarding Team through the Safeguard system we have in place at school. The team will then look at what support can be offered to the child. It is law that if you suspect or know a child has had or will have FGM performed on them, it is YOUR duty of care to report this to Social Services / to the police.

3. Intent

Every child is entitled to receive PSHE regardless of ethnicity, gender, religion, age, cultural heritage, disability, sexuality, language needs or special educational needs. It is our intention that we meet the statutory guidelines in providing this opportunity equally to all children. Therefore our school's overarching intent for our pupils is to provide a Personal, Social, Health Education (including Relationships and Sex Education (RSE) and Health Education) using Jigsaw and CWP, which ensures all pupils are provided with:

- accurate, balanced and relevant knowledge.
- opportunities to turn that knowledge into personal understanding.
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- the skills, language and strategies they need in order to live healthy, safe, fulfilling responsible and balanced lives.
- opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy.
- accurate, balanced and relevant knowledge to enable them to appreciate what it means to be a positive, tolerant member of a diverse multicultural society.

4. Implementation

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning, and is designed as a whole school approach, with all year groups from Reception to Year 6 working on the same theme at the same time. There are 6 themes, and each one has 2 learning intentions: one is based on specific PSHE learning, and the other based on emotional literacy and social skills development to enhance children’s emotional and mental health. The 6 themes (puzzles) are explained in the table below:

| 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 |

Whilst PSHE education is split into the 6 themes, in reality there will always be overlap. Therefore, it is important to provide a spiral programme of knowledge, skills and development, where prior learning is revisited, reinforced and extended in age and key stage appropriate contexts.

Objectives/Pupil learning intentions

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 more responsible for their own learning.

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

- have a sense of purpose
- value self and others
- form relationships
- make and act on informed decisions
- communicate effectively
- work with others
- respond to challenge
- be an active partner in their own learning
- be active citizens within the local community
- explore issues related to living in a democratic society
- become healthy and fulfilled individuals

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

Our children will be taught in a safe and supportive learning environment. We will ensure that where a pupil indicates that they may be vulnerable and at risk, they will get appropriate support by staff members following the schools safeguarding/child protection policies.

EYFS knowledge beyond the scheme of work

The teaching of Relationships Education begins in Reception, as it is likely that some of the subject matter may arise in EYFS particularly in regards to different families. Whilst children will not be explicitly taught about different families as a unit of work, staff will acknowledge the existence of different families should it arise (eg. a pupil identifies and talks about their family unit). This is done in line with the key principles of this policy (see part 3).

In the Foundation Stage, PSHE permeates all aspects of the curriculum covered during the year. We relate the PSHE aspects of the children's work to the areas of learning set out in the Foundation Stage guidance to develop a child's personal, emotional and social development. This is also supported through other areas of learning such as Knowledge and Understanding and Communication, Language and Literacy. Children in the Foundation Stage are placed in pastoral groups and attached to a key adult, daily pastoral group activities always have many PSHE elements incorporated into them. (For EYFS Ages and Stages see Appendix)

Organisation/provision

We teach Relationship and Sex Education through our PSHE curriculum, and have dedicated weekly curriculum time/lessons.

PSHE is also covered through other areas of the school's curriculum; e.g. Religious Education.

In addition, PSHE is developed through whole-school activities and events:

- Our 2 school councils; the representatives from each class meet regularly to discuss school matters.
- We offer two residential visits in Key Stage 2 where pupils in Year 4 and Year 6 visit outdoor training centres, where there is a particular focus on developing pupils' self-esteem and independence, giving them opportunities to develop leadership skills and positive group work.
- Focus weeks; our children take part in themed weeks and whole school events.
- Visiting speakers.
- A variety of clubs.

We also ensure that we incorporate and respect all social, moral, spiritual and cultural issues, encouraging our children to think about their place within Britain as citizens. We include the five British Values (democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths/beliefs) within all of our teachings to establish an effective and safe school environment.

Teaching PSHE to children with special needs

All pupils, regardless of their needs must be part of PSHE & RSE lessons, as it is an important part of developing healthy relationships with their peers. We will respect pupils' unique starting points by providing learning opportunities that are matched to the individual needs of all children. When teaching PSHE, we consider the targets set for the children in their Education Health and Care Plan (EHCP), some of which may be directly related to PSHE targets.

Where appropriate, we will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

Equality and Diversity

At George Spicer Primary School, PSHE Education is accessible to every pupil. Teaching will take into account the ability, age, readiness, religious and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access our PSHE education provision, in accordance with the Equality Act 2010.

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.”

LGBTQ (Lesbian, gay, bisexual, transgender, questioning)

School (and wider society) is a place where all children should feel safe and respected. There are a variety of family situations in British society; some children will have parents who are separated, some may live with a mum and a dad, some may have step-parents, and some may be fostered or adopted. Some may have other family arrangements, and some will have LGBTQ parents or other LGBTQ family members. Any child who lives in a family that is different from the stereotypical household of mum, dad and children should not be made to feel less accepted, or that their family is any less loving and caring. Children who feel unaccepted or isolated are more vulnerable to the effects of mental and emotional stigma and potentially less able to apply themselves to learning.

George Spicer’s ethos and the Jigsaw philosophy values every child as a unique human being and does not discriminate but supports them all to achieve the best they can be. Jigsaw’s lessons help children explore why a loving and caring family is important. They have been written so that no child is made to feel inadequate or unaccepted, whatever their family background. (Please refer to appendix for further information and questions on this)

For further explanation as to how we approach LGBTQ relationships in the PSHE Programme please see: ‘Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?’ (In appendix)

PSHE and Computing

Learning in PSHE will compliment learning in Computing, where the children will develop a sense of global citizenship by safe use of the internet. There is an online safety policy for all pupils, which aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the internet and other technologies. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

5. Resources

Resources used to support the teaching of our PSHE curriculum will include Jigsaw; Christopher Winter Project (CWP), NSPCC and other age appropriate support materials. Resources for PSHE are kept in year group specific Topic Boxes with the designated PSHE lead for that year group. The school is a member of the PSHE Association, an excellent website which is endorsed by the DfE and includes additional curriculum guidance and CPD training.

6. Assessment and recording

In PSHE there are two broad areas for assessment:

- Children's knowledge and understanding; for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes; for example, through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Pupils work will be recorded in individual PSHE journals throughout the year (2 pieces per half term), as well as in year group Memory Journals. Work is marked in line with the school's marking policy.

7. Informing our school community

The school will make a PSHE knowledge and progression overview for each unit/ half term which will be sent to parents via email. This will include the key aims, vocabulary and suggestions to support family learning. Parents will also be made aware of any visitors to school in relation to a unit of work.

8. Responsibilities

The Governing body will approve the PHSE policy, and hold the headteacher to account for its implementation.

The headteacher is responsible for ensuring that the policy is taught consistently across the school.

The PSHE team will support the implementation of our new curriculum, monitoring across the school and providing relevant CPD.

The staff are responsible for:

- Delivering PSHE in a sensitive way, adhering to the policy and guidance
- Modelling positive attitudes to Relationships education
- Monitoring progress
- Responding to the needs of individual pupils

Pupils are expected to engage fully in PSHE, and when discussing issues related to relationships, treat others with respect and sensitivity.

9. Safeguarding

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case safeguarding procedures must be followed immediately.

10. Training

Staff are trained on the delivery of PSHE Education as part of continuous professional development. They will be guided and supported in how to respond to pupils where their understanding goes beyond that of the planned unit of work and how to deal with difficult questions.

11. Impact

The PSHE Team and SLT are responsible for monitoring and reviewing the standards of children's work and the quality of teaching. This will be undertaken through a variety of ways, which may include learning walks, book looks etc. They will support colleagues in the teaching of PSHE, by giving them information about current developments in the subject.

Progress will be evidenced through pupil journals and children's personal, social and emotional development.

12. Policy Development

This policy has been developed in consultation with staff, governors and parents. The consultation and policy development process involved the following steps:

- a) **Review** – a working group has pulled together all applicable information including relevant national and local guidance

- b) **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations
- c) **Governor consultation** – all Governors were given the opportunity to look at the policy and make recommendations
- d) **Parent/Carer consultation** – all parents were given the opportunity to look at the policy and to complete a survey about the policy and the programme of study
- e) **Pupils** – we will listen and respond to the views of young people to ensure the scheme of work meets the needs of all pupils
- f) **Ratification** – following consultation amendments, the policy was shared with governors and ratified

The policy was written after consultation with parents, governors and staff and has been approved by the governors. It is up to date with current guidance from the Government and DfE.

PSHE (including RSE) Policy Appendix

Government Expectations and Jigsaw Content and learning intentions.

Relationship Education in Primary schools – what do we cover?

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:

| | Pupils should know... | How Jigsaw provides the solution |
|--|---|--|
| Families and people who care for me | <ul style="list-style-type: none"> • 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 | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World |

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| | <p>both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</p> <ul style="list-style-type: none"> • 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. • | |
| Online relationships | <ul style="list-style-type: none"> • 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. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference |
| Being safe | <ul style="list-style-type: none"> • 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. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference |

Jigsaw RSE Content

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

| 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 |

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| | 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 |

Safeguarding in relationships – what do we cover?

Using Jigsaw, CWP and NSPCC resources we focus on how to create healthy relationships, what to do if you're worried about something, your rights as a child, who can help, and so on. The PSHE Association's Programme of Study states, for example, that domestic abuse should be taught in KS4, which for some people may feel too late; however, teaching children about healthier relationships, and keeping themselves safe physically and emotionally, is how we have chosen to cover these topics. In Year 2 Jigsaw, children are taught about privacy, and which parts of their bodies are private, which can help children to express more easily if someone else is taking an interest in their bodies that makes them feel uncomfortable. There are also numerous opportunities for children to talk about themselves safely in the classroom – during circle times – or to a trusted adult, about anything they might be worried about or have questions about. Children are reminded about this in their weekly PSHE Jigsaw lessons through the Jigsaw Charter.

The following table shows the range of different lessons we teach from Jigsaw & CWP that cover safeguarding from a child's perspective – teaching about keeping themselves (and others) safe while still enjoying the world and all it has to offer.

Living in Enfield where statistics show an admission for FGM at North Middlesex hospital every 34 hours (predominantly between ages 4-8), we believe that George Spicer pupils must be prepared to safeguard themselves and their peers. These lessons can be used to explore FGM-related discussions in particular, depending on the age and stage of development of the children.

| Year Group | Puzzle Unit | Piece (Lesson) | Content | Link to Safeguarding |
|------------|------------------------|--|--|--|
| Rec | Celebrating Difference | 6 – Standing up for yourself | Children learn how to improve things if they don't like what someone says or does to them. | Children are given the opportunity to practise the phrase, 'Please don't do that, I don't like it'; they are also reminded that if someone says that to them, they have to stop whatever they are doing to cause another children to say the phrase. |
| Rec | Changing Me | 2 – Respecting my body | Reinforcing the concept that our bodies are precious and need looking after. | This lesson helps to reinforce how children can take responsibility for their bodies (to a point) and how to look after themselves. |
| Y1 | Relationships | 4 – People who help us | Using the scenario cards (or make up your own), children act out scenarios showing when they can ask for help and from whom they can receive help. | If children find something unsuitable on a computer, or see/hear something that they feel uncomfortable about, practise with them who they can ask for help and what they can say. |
| Y1 | Changing Me | 4 – Boys' and Girls' Bodies | Children identify the parts of the body that make boys different to girls and can use the correct, scientific names for them. | By using correct terminology for part of the body, children can learn to respect their own and others' bodies and understand which parts are private (meaning 'special and important', not 'guilty' or 'not very nice'). |
| Y2 | Relationships | 2 – Keeping safe: exploring physical contact | The lesson focuses on how there are many different forms of physical contact within a family – and some of this is acceptable and some is not. | Children can think about which types of physical contact they like, which they don't like, and they can talk about this in a safe way. Some of the lesson is taught through stories. Teachers are encouraged to be vigilant throughout this lesson. |

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| Y2 | Relationships | 4 – Secrets | Children learn that sometimes secrets are good and sometimes they are not good – and how they feel if they are asked to keep a secret they don't want to keep, and who to talk to about it. | Through understanding about good secrets and 'worry' secrets, children can practise giving advice to Jigsaw Jo to help with any 'worry' secrets. Teachers can emphasise that 'worry' secrets need to be told to an adult and not kept inside. |
| Y3 | Celebrating Difference | 2 – Family conflict | This lesson explores how sometimes conflict occurs in families and how children can calm themselves down and use solution techniques to help themselves. | Using the story, 'And Tango Makes Three', children think about a possible source of family conflict and think of ways to help solve it. Teachers need to be aware of all children's domestic situations (particularly any that may be violent) before teaching this lesson; notes in the lesson plan are provided to help. |
| Y3 | Healthy Me | 4 – Being safe | Children identify things, people and places that they need to keep safe from, and can share some strategies for keeping themselves safe, including who to go to for help. | Using the 'We are keeping safe from...' cards, children can come up with strategies for Jigsaw Jino to keep safe in different situations, including online. Children can also complete the 'Keeping Safe' templates to form their contributing chapter for the school's Healthy, Happy Me Recipe Book (assessment task). |
| Y3 | Relationships | 3 – Keeping myself safe | Children discuss things that they might need to keep safe from and complete a 'keep safe' label template. | In discussions, teachers can draw out of children that they might need to think about keeping safe, including when they are online |
| Y4 | Healthy Me | 6 – Celebrating My Inner Strength and Assertiveness | Helping children learn that they can have a clear picture of what they believe is right and wrong, and to know how to be assertive when they need to be. | Children can learn to draw on their own sense of right and wrong to help make decisions that suit them. Using some simple assertiveness techniques can help children feel more empowered in their lives and can help to keep them from harm. |
| Y6 | Relationships | 4 – Power and Control | Returning to more assertiveness training, where children learn to recognise when people are trying to gain control or power, and how they can stand up for themselves (and their friends) in situations when others try to gain control or power. | Power and Control headlines and scenario cards are used to facilitate discussion among the children so they can decide on whether someone is being 'controlling' – and then to practise some helpful assertiveness techniques, which demonstrate how to deal with some of these situations. |
| Y6 | Relationships | Keeping your body safe (CWP) | Revisiting naming private parts of the body and the PANTS lesson (NSPCC resource) Informing children of FGM and how they can stand up for themselves (and their friends) in illegal situations. | Children discuss what they can do to keep themselves safe with teacher ensuring all areas are covered. Children are informed of legal position of FGM. Children complete 'one thing I could do if I were worried...' - remind them of how to get support and who they can speak to, including Childline contact. |

The grid below shows specific learning intentions for each year group in the 'Changing Me' Puzzle – my body & puberty lessons will be taught in PSHE lessons, human reproduction will be taught within the Science curriculum.

| 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 |
| 4 | 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 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 | explain how a girl's body changes during puberty and understand the importance of looking after myself physically and |

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|---|---|
| Puberty for Girls | 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 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 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 |
| Piece 5 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 6 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 do we cover?

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

By the end of primary school:

| | Pupils should know | How Jigsaw provides the solution |
|----------------------------------|--|--|
| Mental wellbeing | <ul style="list-style-type: none"> • 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. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference |
| Internet safety and harms | <ul style="list-style-type: none"> • 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 | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships |

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| | <p>content online on their own and others' mental and physical wellbeing.</p> <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Healthy Me |
| Physical health and fitness | <ul style="list-style-type: none"> • 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. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me |
| Healthy eating | <ul style="list-style-type: none"> • 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). | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me |
| Drugs, alcohol and tobacco | <ul style="list-style-type: none"> • 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 | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me |

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| | <p>are spread and treated, and the importance of handwashing.</p> <ul style="list-style-type: none"> • the facts and science relating to immunisation and vaccination | |
| Basic first aid | <ul style="list-style-type: none"> • 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. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me |
| Changing adolescent body | <ul style="list-style-type: none"> • 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. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Changing Me • Healthy Me |

Drug and Alcohol Education-what do we cover?

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 |
| 3 | Piece 3 What Do I Know About Drugs? | feel positive about caring for my body and keeping it healthy 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 |
| | Piece 4 Alcohol | can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol |
| 5 | Piece 1 Smoking | can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart |
| | Piece 2 Alcohol | make an informed decision about whether or not I choose to smoke and know how to resist pressure know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart |
| 6 | Piece 2 Drugs | make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure know about different types of drugs and their uses and their effects on the body particularly the liver and heart |
| | Piece 3 Alcohol | be motivated to find ways to be happy and cope with life's situations without using drugs 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 |

LGBTQ

This information has been written to provide you, as parents and carers, with information about the LGBTQ content of the Jigsaw materials, and how they support your child's school to meet its statutory obligations.

Why include teaching about LGBTQ (Lesbian, Gay, Bisexual, Transgender, Questioning) issues in Jigsaw?

1) Ensuring all children feel included

School (and wider society) is a place where all children should feel safe and respected. There are a variety of family situations in British society; some children will have parents who are separated, some may live with a mum and a dad, some may have step-parents, and some may be fostered or adopted. Some may have other family arrangements; and some will have LGBTQ parents or other LGBTQ family members. Any child who lives in a family that is different from the stereotypical household of mum, dad, and children should not be made to feel less accepted, or that their family is any less loving and caring. Teachers would, of course, not set out to do this. However, if the only model of family life that is included in curriculum resources is that of mum, dad and children, what are the 'hidden messages' for children with families who sit outside of this pattern? Is my family not right or acceptable? Am I not acceptable? Should I not talk about my family? Will people pick on me because my family is 'different'? Children who feel unaccepted or isolated are more vulnerable to the effects of mental and emotional stigma and potentially less able to apply themselves to learning. The Jigsaw philosophy values every child as a unique human being and does not discriminate but supports them all to achieve the best they can be. Jigsaw's lessons help children explore why a loving and caring family is important. They have been written so that no child is made to feel inadequate or unaccepted, whatever their family background.

2) Children may already be aware that some people are LGBTQ, or could be using vocabulary such as 'gay' to insult others.

Children will have heard, or will come to hear, some words such as 'gay' or 'transgender'. They may know some LGBTQ people, or have seen them portrayed in movies, television programmes, TV adverts and on social media. As a result, children may have questions or have misunderstandings about what these terms mean. Jigsaw lessons help by giving age-appropriate information, or assisting teachers to clarify children's questions age-appropriately. (See later). Jigsaw also teaches children that any word used as an insult is hurtful and unkind. Within some of these lessons, children may raise homophobic or transphobic words they know or have used themselves. This affords teachers an opportunity to explain that using these words, in this way, is unacceptable. We are teaching children that respect and kindness are important values.

3) Teaching children to accept difference and to foster good relationships with others.

Jigsaw does not 'promote' LGBTQ lifestyles. However, it does raise children's awareness that some people in society are LGBTQ. This is not done in isolation. When discussing similarity and difference in Jigsaw lessons, children learn about a whole range of differences, such as difference in physical appearance and personality, likes and dislikes, and that people can have differences of opinion. This helps them to understand that we are all unique human beings. Within the context of these lessons they will also be introduced to different cultures and ethnicities, people with different religions and beliefs, and about people with disability or special needs. They will also be aware that some people are LGBTQ. When discussing any differences between people, Jigsaw helps teach

children to form opinions about others based on whether they are kind, law-abiding, respectful, trustworthy, and responsible people, rather than judging them on appearance or whether a particular aspect of their lifestyle is different to their own. Children also learn about discrimination and prejudice including racism, sexism, and ageism. The Jigsaw Puzzle (unit), 'Celebrating Difference' helps children to understand that difference does not need to be feared but can be a source of celebration. This supports schools with their obligation to align with the Equality Act 2010.

4) Schools have a duty to uphold the Public Sector Equality Duty (PSED)

The PSED or the Equality Act, as it is more commonly known, requires schools to eliminate discrimination; advance equality of opportunity; and foster good relationships. By doing so, the Equality Act encourages schools to meet the diverse needs of children and to improve outcomes for all pupils regardless of background. Part of the Equality 'duty' is to teach children about rights and responsibilities, acceptance, empathy and understanding of others.

5) English schools have a duty to promote the spiritual, moral, social and cultural (SMSC) development of their pupils, including understanding British values.

The requirement to develop children's spiritual, moral, social and cultural understanding is set out in the Education Act (2002). In 2014, additional guidance was published for schools with regards to teaching British values. Guidance states that schools should promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance, and makes it clear that children should learn about discrimination and how to combat it. As previously discussed, Jigsaw lessons, particularly in the Celebrating Difference units of work, include teaching children about acceptance, empathy, prejudice and discrimination, and the rights and responsibilities they have as UK and global citizens. A school's SMSC education is an important part of the Ofsted inspection framework.

6) Schools have a legal obligation to safeguard their pupils.

In England, new legally-binding safeguarding guidance was released to schools in September 2018. This establishes that schools must protect all children from physical and emotional abuse including bullying on and off line and abuse that could happen from an adult or from other children. Teaching children to accept there are a whole range of differences in people, helps combat stigma, discrimination and bullying. Children also need to be taught how to access help if they are involved in a bullying, or abusive situation. Jigsaw's lessons, particularly in the Celebrating Difference and Relationships units of work, teach children why bullying can happen and why it is unfair, how to recognise a bullying/ abusive situation and how to get help. Within this work children discuss a wide range of reasons why some people are bullied, or become bullies, and this includes some discussion around name-calling which includes the inappropriate use of words such as 'gay' and 'lesbian' as an insult towards another person. Anti-bullying guidance issued to schools in 2016 makes it clear that any bullying work should include teaching children why inappropriate use of these words is wrong and homophobic.

7) Statutory Relationships and Health Education in England

The Department for Education has already passed legislation to include mandatory Relationships and Health Education in the National Curriculum for primary schools from September 2020. New school guidance was ratified in March 2019 and sets out to schools what they are expected to teach. Primary

children will learn that not all families are the same and to respect these differences. They will also learn about bullying and how to treat others with respect, whether this is within their immediate relationships, or in the wider community. The guidance also states that when learning about different families, care should be taken to avoid stigmatisation of children based on their home circumstances. It also reaffirms the duty for schools to comply with the Equality Act, where sexual orientation and gender-reassignment are two of the nine protected characteristics. The Relationships and Health Education guidance does not suggest a specific age when LGBTQ should be brought into the curriculum, but there is an expectation for it to be included in a sensitive and age-appropriate manner. Schools using Jigsaw will be compliant with these new regulations.

What exactly does Jigsaw teach about LGBTQ issues and is it age-appropriate?

- **How much LGBTQ teaching is there in Jigsaw?**

It is firstly important to understand that any reference to adult relationships, whether LGBTQ or heterosexual people is NOT describing sexual activity as this would be inappropriate. Relationships lessons focus on respect and regard between people e.g. friendships and families. In upper Key Stage 2 the Changing Me Unit age-appropriately explains puberty and the biology of human reproduction.

Jigsaw is a complete scheme of work for Personal, Social, Health Education (PSHE) covering the entire PSHE curriculum for primary children aged 4-11. Only a very small number of these lessons in the entire scheme have any focus upon LGBTQ issues. Jigsaw's philosophy is about inclusion and valuing all children.

- **What LGBTQ material is taught in lower primary (infants)?**

LGBTQ is not mentioned specifically in lessons for children aged 4-7. However, in lessons that explore differences in families, pictorial resources are used as a discussion focus. Questions such as; 'Which photos show a family?' 'What is important about a family?' and 'What does your family mean to you?' help children understand about their own and other's families and how a family is founded in love and respect. Should children raise the question about pictures that show a same-gender couple, Jigsaw's teacher notes suggest this is explained to children in the following way: 'Some children have two mummies or two daddies.' Teachers are not expected to go beyond this response, or give more detail, as that would not be age-appropriate. However, this does acknowledge and include any children who have LGBTQ people as part of their family.

- **What LGBTQ content is discussed for children aged 7-11?**

In materials for 7-11-year olds, some lessons about bullying provide opportunities for teachers to discuss and correct homophobic language the children may be using, such as the inappropriate use of the words 'gay' and 'lesbian', or the use of slang words that are LGBTQ-phobic. In the same lessons they will also be exploring racist and sexist language, or insulting language that is used about a person's physical appearance, their abilities, or whether they have special needs. In these lessons, teachers explain that any insult is unkind and hurtful. Teachers explain that being gay is a type of adult relationship where two men or two women love each other in a romantic way, and if they choose, they can get married. Teachers are not expected to go beyond this definition and give more detail. It is simply explaining what being gay means and that the word 'gay' (or other LGBTQ-related words) should not be used in an insulting or derogatory way. In Jigsaw's Relationships and Changing Me lessons for pupils aged 7-11 that cover relationships, puberty, growing-up and how a baby is

made, children are given opportunities to ask questions if there is something they don't understand. LGBTQ relationships or being LGBTQ are not explicitly discussed in the lessons, unless questions are raised about it. In which case, Jigsaw's teacher notes give possible age-appropriate ways for teachers to answer these questions.

Being Transgender

In one lesson for 10-11-year olds, children are introduced to the word 'transgender' so they understand what it means. This lesson has a focus on prejudice and discrimination where a transgender example is used. The Equality Act is also explained in an age-appropriate way. Being transgender is discussed in the following terms:

Most people are not transgender. A transgender person doesn't feel their body matches with their gender. Let me explain...a person who was born with a male body may feel they are a female, and a person born with a female body may feel they are a male. There can be all sorts of reasons why this happens. Some transgender people choose to change their appearance or body so their gender matches with how they feel. This is called transitioning. Not all transgender people choose to do this though. (If children want more detail, teachers are advised to explain they will learn more about transgender people in secondary school and they should return to the focus of the lesson which is about prejudice and discrimination).

Jigsaw's decision to include this lesson was partly prompted by requests from schools who have pupils of primary age that have been identified as transgender, or are undergoing transition. Primary schools with a transgender pupil needed a lesson to help the rest of the class understand and empathise with their trans classmate. Jigsaw's decision was to include this lesson as a matter of course within the Year 6 (Age 10 -11) materials so children understand what being transgender means, in line with the Equality Act. But, if a school needed to use the lesson in earlier years (because they have a trans pupil in a specific class), they are free to do so and should adapt the lesson accordingly for the appropriate age group. This lesson does not promote transgenderism as a preferred lifestyle. It simply explains what being transgender is, and how some people who are trans face unfair prejudice and discrimination, in the same way that other people do e.g. through racism, ageism, sexism and prejudice against people who are disabled.

What Jigsaw doesn't do

- Jigsaw does not teach or encourage children to be LGBTQ
- Jigsaw does not teach what LGBTQ people do sexually or how their relationships function
- Jigsaw does not promote LGBTQ lifestyles as a preferential way of living
- Jigsaw's advice about answering children's questions age-appropriately does not sexualise children, destroy their innocence, or encourage them to experiment. There is more properly researched peer-reviewed evidence that supports this claim, than not.
- Jigsaw materials do not undermine 'family values'.

What Jigsaw does do

- Jigsaw teaches children to be kind, understanding and respectful of others even if they are perceived as different
- Jigsaw teaches children that people have rights but there are also responsibilities that go with these
- Jigsaw teaches children that there are laws to protect them and others from being hurt or abused and helps protect them from bullying
- Jigsaw helps clarify (age -appropriately) questions that children may have about the world

Change of Legislation from September 2020

Up until September 2020, when statutory Relationships and Health Education becomes law in England, parents and carers have the right to withdraw from Relationships and Sex Education in primary schools, apart from elements that are included with the school's science curriculum.

This parental right changed in September 2020 when parents are not be able to withdraw from Relationships and Health Education, and this includes lessons on puberty, prejudice and discrimination, bullying, difference and diversity and different families.

The Education Secretary, the Rt Hon Damian Hinds, who has been instrumental in bringing this new legislation forward understands the needs to consult with parents. He is also putting trust in schools to do what is right for children and young people. He has also expressed how vital it is that children do not miss out on this aspect of education...

"...consultation does not provide a parental veto on curriculum content. We want schools to consult parents, listen to their views, and make reasonable decisions about how to proceed (including through consideration of school's wider duties)—and we (the Dfe) will support schools in this. We trust school leaders and teachers to make the right professional choices....children should feel included and should grow up understanding the value and importance of kindness and respect for others and themselves..."

Rt Hon Damian Hinds 10th April 2019

