

Bridgewater Primary School  
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# PSHE including Relationships, Health and Sex Education Policy

## *February 2026*

To be reviewed: February 2027

## Bridgewater Primary School

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

#### (including Relationships and Health Education statutory from September 2026, and our position on Sex Education)

**At Bridgewater we aim to offer the children a wide, enriching and varied experience of the curriculum for PSHE. To support our Curriculum, we use the Jigsaw Scheme of Work as it adopts an enquiry-based approach to teaching and learning.**

#### Intent

#### Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

#### PSHE

At Bridgewater Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme within our PSHE curriculum can be seen on the school website. This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

We aim 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.

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

## Statutory Relationships and Health Education

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools.”

DfE Guidance p.2

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

Here at Bridgewater Primary School, we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education within our whole-school PSHE Programme. To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to our children’s needs. The mapping document in appendix A: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements. This programme’s complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Our PSHE policy is informed by existing DfE guidance:

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

## Implementation

### What do we teach when and who teaches it?

#### **Whole-school approach**

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school at the same time; the learning deepens and broadens every year. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

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

At Bridgewater Primary School we allocate one lesson to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Class teachers deliver the weekly lessons to their own classes.

These explicit lessons are reinforced and enhanced in many ways: Assemblies, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

#### Relationships Education

#### ***What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?***

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful, kind relationships', 'Online safety and awareness', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document Appendix A: Jigsaw 3-11 and Statutory Relationships and Health Education.

You can find more detailed information about how we teach RSE in Appendix B: How we teach RSE at Bridgewater.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is

important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

### Health Education

#### ***What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?***

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', Physical health and fitness', Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document Appendix A: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

### Sex Education

The DfE Guidance 2025 (p.33) recommends that all primary schools 'the school's responsibility to ensure resources and teaching materials are appropriate for the age and maturity of pupils'. However, 'Sex Education is not compulsory in primary schools'. (p. 11)

Schools are to determine the content of sex education at primary school. Sex education should be 'in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.' DfE Guidance p. 11

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE" DfE Guidance p. 2

At Bridgewater Primary School, puberty and outside body changes are taught as a statutory requirement of Health Education and are covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum, not within PSHE or Relationships and Sex Education as we believe this is most appropriate for our children. This is explained further in Appendix B: How we teach RSE at Bridgewater. This is in line with DfE guidance.

Therefore the parent right to withdraw your child is not applicable. We are of course happy to discuss the content of the curriculum and invite you to contact your child's class teacher should you have any questions.

### Impact

It is the responsibility of the PSHE coordinator to monitor the standards of children's work and the quality of teaching in PSHE. The coordinator is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject. The coordinator completes an annual summary report in which the strengths and weaknesses of PSHE are evaluated and indicates areas for further development. This can be carried out via the monitoring of teaching, planning, pupil interviews and class books.

Teachers will be eager to ensure children are making progress with their learning throughout their Jigsaw

experience. Therefore, each Puzzle has a built-in assessment task. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions.

### **Inclusion**

Bridgewater Primary School is committed to a policy of equal opportunities for all pupils. Knowledge of PSHE development is an entitlement for all pupils regardless of their own particular belief or ability.

### **Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

### **Pupil Voice**

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to students establishing procedures, events and contributing to the overarching ethos of the school e.g. via the school council.

### **Extra-Curricular Activities**

Personal development is also enriched through a wide range of extra-curricular activities (arts and crafts, cooking, dance, football, Pyramid Club etc.) which provide opportunities for PSHE, SMSC and for inspiring pupils to broaden their experience and horizons.

### **Links with the wider community including visitors**

- Visitors are welcomed into school.
- The development of a strong home-school link is regarded as very important, enabling parents, teachers and the wider community to work in an effective partnership to make sure that we give our pupils the best possible environment in which to grow, flourish and learn.
- Pupils will be taught to appreciate their local environment and community and to develop a sense of responsibility to it.

### **Equality**

#### **This policy will inform the school's Equalities Plan.**

The DfE Guidance 2025 (p. 35) states, "Pupils should understand the importance of equality and respect throughout their education. Schools are required to comply with relevant requirements of the Equality Act 2010...They should learn about all protected characteristics, including sexual orientation and gender reassignment..."

"We strongly encourage primary schools to teach about healthy loving relationships, and to include same-sex parents along with other family arrangements when discussing families." (p. 36)

At Bridgewater Primary School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education. Within the Jigsaw scheme, LGBT content is fully integrated in a spiral way, rather than as stand-alone lessons.

### **Review**

This policy will be reviewed annually in line with the school's policy review programme. In light of this, policy amendments may be made.

## Appendix A: Jigsaw 3-11 and Statutory Relationships and Health Education.

### **Relationships Education in Primary schools – DfE Guidance 2019**

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

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

	<b>Pupils should know...</b>	<b>How this is covered in Jigsaw</b>
<b>Families and people who care for me</b>	<ul style="list-style-type: none"><li>That families are important for children growing up safe and happy because they can provide love, security and stability.</li><li>The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li><li>That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li><li>That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.</li><li>That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ul>	All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none"><li>Being Me in My World</li><li>Celebrating Difference</li><li>Relationships</li><li>Changing Me</li></ul>
<b>Caring friendships</b>	<ul style="list-style-type: none"><li>How important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.</li><li>That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.</li><li>The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</li><li>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.</li><li>How to manage conflict, and that resorting to violence is never right.</li><li>How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.</li></ul>	All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none"><li>Celebrating Difference</li><li>Relationships</li><li>Changing Me</li></ul>

<b>Respectful, kind relationships</b>	<ul style="list-style-type: none"> <li>How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.</li> <li>The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.</li> <li>How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.</li> <li>Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.</li> <li>That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.</li> <li>Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</li> <li>The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.</li> <li>The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.</li> <li>What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.</li> <li>How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Being Me in My World</li> <li>Celebrating Difference</li> <li>Relationships</li> <li>Dreams and Goals</li> <li>Changing Me</li> </ul>
<b>Online safety and awareness</b>	<ul style="list-style-type: none"> <li>That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.</li> <li>How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.</li> <li>That there is a minimum age for joining social media sites</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Relationships</li> </ul>

	<p>(currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.</p> <ul style="list-style-type: none"> <li>• The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.</li> <li>• Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.</li> <li>• That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.</li> </ul>	
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.</li> <li>• The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.</li> <li>• How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.</li> <li>• How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> </ul>

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

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

By the end of primary school:

	<b>Pupils should know</b>	<b>How this is covered in Jigsaw</b>
<b>General wellbeing</b>	<ul style="list-style-type: none"> <li>• The benefits of physical activity, time outdoors, and helping others for health, well-being and happiness. Simple self-care techniques,</li> </ul>	All of these aspects are covered in lessons within the Puzzles

	<p>including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.</p> <ul style="list-style-type: none"> <li>• The importance of promoting general wellbeing and physical health.</li> <li>• The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.</li> <li>• How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• That isolation and loneliness can affect children, and the benefits of seeking support.</li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.</li> <li>• That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.</li> <li>• Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• That it is common to experience mental health problems, and early support can help.</li> </ul>	<ul style="list-style-type: none"> <li>• Being Me in My World</li> <li>• Celebrating Differences</li> <li>• Dreams and Goals</li> <li>• Healthy Me</li> <li>• Relationships</li> </ul>
<b>Wellbeing online</b>	<ul style="list-style-type: none"> <li>• That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.</li> <li>• Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.</li> <li>• The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• How to consider the impact of their online behaviour on others, and how to recognise and</li> </ul>	All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> </ul>

	<p>display respectful behaviour online.</p> <ul style="list-style-type: none"> <li>• Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.</li> <li>• The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.</li> <li>• How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.</li> <li>• That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.</li> <li>• How to understand the information they find online, including from search engines, and know how information is selected and targeted.</li> <li>• That they have rights in relation to sharing personal data, privacy and consent.</li> <li>• Where and how to report concerns and get support with issues online.</li> </ul>	
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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 physical activity.</li> <li>• The risks associated with an inactive lifestyle, including obesity.</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• Understanding the importance of a healthy relationship with food.</li> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Drugs, alcohol, tobacco and vaping</b>	<ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Health protection and prevention</b>	<ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• About safe and unsafe exposure to the sun, and</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>

	<p>how to reduce the risk of sun damage, including skin cancer.</p> <ul style="list-style-type: none"> <li>• The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.</li> <li>• About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.</li> </ul>	
<b>Personal Safety</b>	<ul style="list-style-type: none"> <li>• About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.</li> <li>• How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.</li> </ul>	All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none"> <li>• Being Me in My World</li> <li>• Healthy Me</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.</li> <li>• Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.</li> </ul>	All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.</li> <li>• The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.</li> <li>• The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.</li> </ul>	All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none"> <li>• Changing Me</li> <li>• Healthy Me</li> </ul>

## Appendix B: How we teach RSE at Bridgewater

### The RSE Curriculum

*Aims of the RSE Curriculum at Bridgewater follow the PSHE Jigsaw Scheme designed by Jan Lever:*

The RSE Curriculum objectives delivered at Bridgewater ensure that pupils will revisit topics so they build upon their existing knowledge and skills throughout the school. It is aimed that RSE is taught through active learning activities as often as possible. Wherever possible, parental involvement in RSE is to be encouraged.

#### *The RSE Curriculum at Bridgewater Primary School*

- The comprehensive PSHE Jigsaw Scheme, designed by Jan Lever, encompasses the RSE curriculum so that the knowledge and skills are progressive from the Early Years to Y6. This document is on the staff shared area on the Bridgewater Network and in year group Jigsaw folders located in classrooms.
- Throughout the Curriculum, pupils 'practice' life skills such as assertiveness, self awareness, decision making and consider all aspects of relationships and what affects them and also provides many opportunities for pupils to explore their own and others' attitudes, values and opinions on a variety of issues.

#### *Coverage within RSE:*

RSE is covered in Summer 2 across Year groups during the PSHE unit Changing Me. (See Appendix 2)

Pupils learn about:

- 1) the nature of marriage and civil partnership and their importance for family life and the bringing up of children,
- 2) safety in forming and maintaining relationships,
- 3) the characteristics of healthy relationships
- 4) how relationships may affect physical and mental health and wellbeing

#### *Organisation of the RSE Curriculum.*

RSE is delivered predominantly in PHSE lessons following the Jigsaw scheme of work in Summer 2 to ensure a comprehensive coverage. However, consolidation and extension of RSE is found in science, (see appendix 1 for Science objectives) RE, Literacy and during assemblies. Circle time is also used to deliver RSE (and PSHE) and this occurs in classes during PHSE lessons and Positive Post sessions.

#### *Circle Time*

- Circle Time is a time for children to gather together to share their personal feelings and ideas about anything that is significant to them, thus being a good way of delivering RSE objectives. By showing children that their opinions count, encouraging them to safely express feelings and make real choices, self-esteem will be enhanced and children will become more accustomed to managing their feelings in a controlled and positive way.
- In order to feel comfortable and confident to talk, ground rules should be outlined before the start of each Circle Time, where children should be reminded of the need for action should they feel that they are "at risk". These include taking turns to speak, using kind and positive words, listening to each other, having the right to 'pass' and only using names when giving compliments or when being positive.

**N.B. Teachers are aware that sometimes disclosures may be made during these sessions; in which case the procedures for dealing with disclosures in accordance with the Child Protection policy must be followed.**

## **Teaching Guidance Specific to Relationships and Sex Education**

*The Teaching and Curriculum Management Methods for Specific Sex-Education Lessons (e.g. Puberty, Sexual Behaviour etc).*

- Ground rules will be developed during RSE lessons based on respect. The only additional considerations specific to RSE ground rules (as opposed to basic class rules) will be a need to prevent personal questions and the need to explain to children that if a teacher suspects that they or anyone else is at risk from harm, then they will need to tell another adult, again in line with the procedures for dealing with disclosures in accordance with the Child Protection Policy.
- Active learning techniques such as circle time, role play, games, prioritising exercises, paired and group discussion, interviewing and presentations, are used in the teaching of RSE as much as possible. Pupils will also be given many opportunities to reflect on what they have learnt in RSE lessons.
- As far as possible, to prevent stigmatisation of any group of people or any life choices, the pro-choice approach to PSHE and RSE is adopted. This means that every issue is presented in terms of, 'some people ...and others ...let's explore the effect these choices might have on a person's life.'

### *Mixed and single gender groups.*

Most of RSE is delivered in mixed sex groups. However during lessons on puberty at Yr 4, 5 and 6, both boys and girls cover the same material but are then given opportunities to discuss what has been covered in single sex groups. This is done with the class teacher or a familiar adult that they might feel more comfortable with. Pupils should be given this option and teachers should be prepared to adopt other means of delivering the curriculum (e.g. parallel teacher, PHSE lead, Key Stage Lead, SENCO).

### *How the resources were selected*

The PSHE co-ordinator thoroughly reviews any potential resource to ensure that there is no stereotyping, bias or prejudice and that they are suitable for the age group of the audience.

### *Evaluation of the RSE Curriculum*

RSE lessons must be evaluated by both the teachers and pupils to ensure that the needs of our pupils continue to be met.

### *Dealing with sex-related pastoral incidents*

In dealing with sex-related pastoral incidents, staff:

- Don't rush into anything and don't panic
- Assess the seriousness of the situation sensitively and sensibly, take everything into account but don't exaggerate or overreact.
- Keep the welfare of the children as the focus.
- Consider the full range of options
- Consider and anticipate both the positive and negative consequences of the teachers actions.
- Consult, and get support from, other colleagues.
- If necessary, refer to experts such as education welfare officers, social workers, school nurse or educational psychologists.
- Challenge any homophobic or sexist comments immediately.

## **Specific Issues Statements**

### *Language*

During all RSE lessons, the correct terms for all body parts and functions will be used. Staff should consider the children's understanding of such words and the meanings of all words should be clarified in a factual way. It should be made clear to pupils which words are potentially offensive and that from this point onwards, the correct terms will be used. This aims to prevent bullying of children for not knowing definitions and overtly points out the offensive nature of some words – which also empowers staff to challenge the use of offensive words explicitly.

### *Using visitors to deliver RSE*

- External staff are occasionally used to deliver aspects of RSE but as their availability cannot be relied upon, the RSE Curriculum is taught with no assumption of support from external speakers.
- Whenever an external visitor is going to deliver a lesson or activity that is related to RSE, a planning session with the speaker and a member of the teaching staff should be encouraged to ensure that the input will be worthwhile and also to check the suitability of the content. All visitors are made aware of the RSE policy and staff and pupils evaluate all lessons.
- A member of staff will also supervise the visitor at all times in accordance with the school's Child Protection Procedures.

### *Confidentiality*

Pupils' confidentiality is respected in all RSE lessons and pupils are made aware of the fact that what they say in RSE lessons will not be repeated to anyone else unless a member of staff suspects that the child or anyone else is at risk from harm in accordance with the school's Child Protection Policy and Procedures.

### *Informing parents/carers and parents right to withdraw their child*

Before each year group embarks upon its explicit RSE Curriculum, all parents (N-Y6) are informed by letter of their right to withdraw their child from RSE lessons and given an overview of the topics the child will be covering. Parents are also reminded that they can have a copy of the school's RSE Policy on request, from the school office.

### *Procedures for pupils who are withdrawn from sessions*

Provision is made for pupils whose parents wish their child to be removed from RSE lessons to work in another classroom while their class' RSE is being delivered.

### *Child Protection Procedures*

- The school's Child Protection Officer is Mrs Emma Henderson, Headteacher. Mr Greaves (Deputy Headteacher) and Miss Karen Hopkins (Learning Mentor) are the Deputy Child Protection Officers. If a teacher suspects that a child is at risk from harm or neglect, they need to inform this person and record any evidence that supports their concerns. This is in accordance with the school's Child Protection Policy.
- *As part of RSE ground rules teachers need to make it clear to pupils that if they suspect that anyone is at risk from harm, they will need to tell another adult and this should be explicitly restated before each lesson.*

### *Pupils' Access to Help and Support*

In RSE lessons and assemblies, pupils are reminded that if they ever find themselves where something is happening that they feel they cannot do anything about, they are to keep finding an adult to tell until someone does something to help with the situation.

### *Female Pupils Who Begin Periods Whilst At Bridgewater.*

*Girls who start their periods at school are supported by the staff at school. All school staff are available to support girls and a provision of sanitary wear is always available both in the UPKS2 toilets and from the office. All girls in the school, and staff, are made aware of this provision once parental permission has been sought to inform the pupils of this. KS2 staff will provide sanitary protection and be sensitive to the amount of support the individual seems to require. Sanitary bins are provided in the girls' KS2 toilet and female staff toilets and it is the responsibility of the PHSE co-ordinator to maintain the stock levels and order when necessary.*

### *Potentially Controversial and Sensitive Issues.*

All staff are aware that everyone has views on RSE related issues. However, while it is respected that everyone has the right to their own viewpoint, all RSE issues are taught without bias. Topics are presented in a way that considers all viewpoints so that pupils are able to form their own, informed opinions but are also encouraged to respect the fact that others may have quite different viewpoints. Viewpoints that have a negative impact upon another person or group of people such as prejudice are always challenged.

#### *Dealing with Sexually Explicit Questions*

- Direct “sex-education” (e.g. Puberty and Body Awareness) topics should begin with a “Big Picture Lesson”. The teacher should make it clear which objectives will be covered in the sessions and allow the pupils to take part in a “What I definitely know” and “What I’d like to know”.
- It should be made clear to pupils, by means of ground rules, that personal questions should never be asked by pupils or the teacher, which are aimed at either staff or other pupils. A question box will be provided while the RSE Curriculum is being delivered and the pupils will be told that if there are any questions considered too explicit for that age group, they would not be answered. The judgement about which questions could or could not be answered would be based on whether or not it was closely relevant to the Curriculum the school has decided upon.
- Pupils will be told that during any RSE lesson, only questions that relate directly to the RSE lesson being covered will be answered. Any other questions should be placed in the questions box. This will allow the teacher to teach the objectives
- If several children start to ask questions about a particular topic (perhaps due to media coverage) then the RSE Curriculum can be adapted to deal with this issue so as to prevent pupils from becoming misinformed or receive biased information. However the teacher must maintain a clear, objective-led point of view of consult with the PSHE coordinator/Headteacher prior to coming away from the Curriculum.
- If the child shows inappropriate sexual knowledge, child protection procedures would be consulted.
- If a pupil asks a question relating to RSE issues at any other time, if the question is related to the RSE covered in the child’s year group, the child will be told that they will learn the answer in RSE. If not, it will be suggested that the child asks his or her parents/carers.

#### *Teachers’ Embarrassment*

If a member of staff is extremely uncomfortable teaching RSE then support will be given by the PHSE lead and, if needed, provision will be made for another teacher that is known to the children to deliver the RSE lesson.

### **Policy Management and Monitoring and Evaluation Procedures**

#### *Dissemination of the policy*

Staff at the school have actively been involved in reaching consensus on the content of the RSE policy and are aware of its content through discussion of the initial draft. Parents have been invited to view the policy, via a letter, and a copy is always available for parents in the school office. Parents/carers will be kept informed of any developments or opportunities in RSE. Governors have responsibility to the RSE policy and the policy is not in place until undersigned by the Chair of Governors.

#### *Arrangements for Monitoring and Evaluation*

The PSHE co-ordinator will be responsible for reacting to the responses of the whole school community to the RSE policy and Curriculum which will be investigated every two years by means of a questionnaire, for parents and less formal methods for pupils. A formalised evaluation exercise will be completed by staff every two years in line with updates of the policy.

## **Science Objectives which link to RSE**

### **Key Stage 1**

#### **Animals including humans**

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

### **Lower Key Stage 2**

#### **Animals including humans**

- identify that animals, including humans, need the right types and amount of nutrition in order to grow, and that they cannot make their own food; they get nutrition from what they eat.

### **Upper Key stage 2**

#### **Living things and their habitats**

- describe the life process of reproduction in some plants and animals

#### **Animals including humans**

- describe the changes as humans develop to old age.
- Pupils should draw a timeline to indicate stages in the growth and development of humans.
- They should learn about the changes experienced in puberty.

#### **Evolution and inheritance**

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

## Overview of Puzzle 6 'Changing Me' taught in Summer 2 for each year group

<b>Summer 2</b> <b>Changing Me including SRE</b>	
Foundation	<ul style="list-style-type: none"> <li>-Talk about changes to body since being a baby and our emotions to these.</li> <li>-Understand the functions of parts of our bodies eg, hands, arm, legs.</li> <li><b>Transition to Year 1</b></li> </ul>
Year 1	<ul style="list-style-type: none"> <li>-Identifying changes which have happened eg, walking, teeth falling out.</li> <li>-Explore changes happening as we grow by looking at lifecycle of frogs and butterflies.</li> <li><b>Transition to Year 2</b></li> </ul>
Year 2	<ul style="list-style-type: none"> <li>-Explain the natural process of growing from young to old.</li> <li>-Understand different types of touch and how to ask for help from people we trust.</li> <li><b>Transition to Year 3.</b></li> </ul>
Year 3	<ul style="list-style-type: none"> <li>-Understand how babies grow in a mother's uterus and what a baby needs to grow and develop.</li> <li>-Understand outside body changes- boys and girls bodies change as they grow older.</li> <li><b>Transition to Year 4</b></li> </ul>
Year 4	<ul style="list-style-type: none"> <li>-Understand how a girl/boy's body changes during puberty and the importance of looking after yourself physically and emotionally.</li> <li>-Understand they are in charge of their decisions and express any concerns of changes which are outside their control.</li> <li><b>Transition to Year 5.</b></li> </ul>
Year 5	<ul style="list-style-type: none"> <li>-Understand how a girl/boy's body changes during puberty -Physical and emotional changes occurred during male and female puberty.</li> <li>-Understand that teenage years mean growing responsibilities.</li> <li><b>Transition to Year 6.</b></li> </ul>
Year 6	<ul style="list-style-type: none"> <li>Including Puberty and SRE</li> <li>-Awareness of 'real' and 'self' image including airbrushing in the media.</li> <li>-Understand how a girl/boy's body changes during puberty and the importance of looking after yourself physically and emotionally.</li> <li>-Ask questions about changes during puberty.</li> <li><b>Transition to Secondary School.</b></li> </ul>