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

(Including our position on Sex Education)

Date of policy	September 2024
Members of staff responsible	Jill Lewell
Review date	September 2025

1. 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.

2. PSHE

The Endeavour Partnership Trust takes a holistic approach to Personal, Social, Health and Economic Education (PSHE). We deliver structured lessons and relevant learning experiences which enable pupils to develop the knowledge, skills and personal attributes they need to help them navigate their world and to develop positive relationships with themselves and others.

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

Our PSHE policy is informed by existing DfE guidance:

- Keeping children safe in education 2024 (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)

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- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

Our policy and curriculum are aligned to the PSHE Association Programmes of Study and additional school policies:

Behaviour code for adults working with children Anti-bullying adults and children policy Safeguarding and Child Protection policy E safety + Social media policy Equality Policy Behaviour management policy Responding to bereavement policy Disability and gender policy	Intimate care policy Health and Safety policy Teaching and learning policy First Aid policy PE policy SEND policy EAL Policy Drugs education policy

3. 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. It is a mindful approach to PSHE which uses mediation and mindfulness as a tool to support children's mental wellbeing. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year (see curriculum map for additional information).

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

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Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At The Endeavour Partnership Trust we allocate 30 minutes in Foundation Stage and KS1 and 40-45 minutes in KS2 to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

Lessons are adapted to ensure they are accessible for all pupils including those with SEND and EAL. These adaptations are made by teachers through a range of strategies including: pre-teaching, pictorial cues, differentiated questions, and adapted outcomes. Teachers are expected to have an awareness of the emotional and social needs of the children in the class to ensure topical issues are addressed sensitively and with care and compassion.

Due to this, class teachers deliver the weekly lessons to their own classes.

These explicit lessons are reinforced and enhanced in many ways:

- One assembly each week is dedicated to an aspect of PSHE
- Class circle times
- One each half term on E-Safety

We aim to 'live' what is learnt and apply it to everyday situations in and outside the school community. The fundamental aspects of the PSHE curriculum are integral to our school's values. We promote this through our school values, our behaviour and reward systems and the positive relationships we develop and model child to child, adult to child and adult to adult across the school.

Where appropriate, links are made with outside agencies to support and enhance the delivery of the PSHE curriculum. These include: annual workshops for Year 5 + 6 to highlight issues around Gang involvement and the dangers of Social Media (Provided by G.A.V: Growing against Violence), visits from drama providers, the school nurse and community figures such as local police officers.

All classes have a PSHE display which displays the 'Jigsaw Charter', the topic for the half term and any relevant work from the current topic's lessons. Where PSHE issues have been addressed in class and outcomes have been created, these can also be displayed in this space to ensure the holistic approach to learning.

<u>Lesson outcomes and recording</u>

Lessons are predominantly discussion based and children are encouraged to make their own personal reflections which sometimes take the form of a written task or picture. On these occasions, Years 3-6 will record this in their individual PSHE books with a clear title and short date. It is expected that there are a minimum of two entries per half term. These will be monitored by the teacher for wellbeing and safeguarding purposes but no formal marking / feedback will take place.

Lesson outcomes / reflections for children in Years 1+2 are recorded in a PSHE floor book to help track the learning that has taken place. This book is accessible and available for the children to refer to their learning outside of the PSHE lessons.

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4. Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education…They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools."
DfE Guidance p.8

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

"This is why we have made Relationships Education compulsory in all primary schools in England…as well as making Health Education compulsory in all state-funded schools."

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

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."
Secretary of State Foreword DfE Guidance 2019 p.4-5

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."
DfE Guidance p.8

"All schools must have in place a written policy for Relationships Education and RSE."
DfE Guidance p.11

Here, at The Endeavour Partnership Trust, our schools 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 your children's needs. The mapping document: 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.

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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.

5. Relationships Education

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

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

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

It is important to explain that whilst the Relationships 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.

Books which reflect these diverse representations of family types as well as positive representations of the protected characteristics (Equalities Act 2010) are an integral part of our children's reading experience: used as class readers and found within the book corner and class libraries for children to share and enjoy. Assemblies which directly address issues of diversity, equality and the British values are planned for and delivered weekly. Parents will be informed of the upcoming PSHE and assembly focus at the beginning of each half term.

The emphasis of building and maintaining positive, healthy relationships is integral to our school values and reflected in all aspects of our school life and within our behaviour policy. Within this, we directly address and challenge behaviours such as: inappropriate physical contact, name calling and hurtful comments. Under no circumstance will these issues or incidents be perceived as 'banter' in line with our safeguarding policy and KCSIE 2022.

Our relationships curriculum deals specifically with identifying; challenging and dealing with issues of child on child abuse' within our definition adapted from KCSIE 2022:

'Children can abuse other children (often referred to as child-on-child abuse), and can happen inside or outside school and online. It can take many forms but is most likely to include: bullying (including cyberbullying, prejudice-based and discriminatory bullying), sexual harassment and abuse in personal relationships between peers including: taking and sharing images without consent; controlling or pressurising another individual to commit or participate in acts they do not feel comfortable with.'

This definition is explicitly shared with children in Years 5 and 6.

In 2023 we undertook a project with NurtureUK and TENDER RE:SET to work towards becoming a Healthy Relationship Champion School. Within this project, all staff receive specialist training on promoting healthy relationships and recognising and challenging behaviours which may be indicators of less healthy relationships. Workshops and drop in sessions are also extended to our parent community to ensure messages about relationships is high on the adgenda.

This holistic approach ensures the learning and respect for diversity and the building of positive relationships is reinforced through the year and across the curriculum.

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

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

7. Sex Education

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

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

There are four main aims for teaching RSE within the context of Primary School PSHE (Personal, Social, Health Education):

• More than ever before, children are exposed to representations of sex and sexuality through the social culture around them. The unregulated content on the internet or social media, can mean children may be exposed to dangerous, confusing or scary content. We can prepare them for this by presenting a balanced view of positive healthy relationships to help them to be discerning and to stay safe.

• There is much independent research showing most parents and carers value the support of schools in providing Relationship and Sex Education for their children. Parents and schools want children to be safe and happy.

• A range of independent research consistently shows that effective Relationship Education delays first sexual experience and reduces risk-taking in young people.

• Surveys of children and young people, as well as Ofsted, have repeatedly said that Relationship and Sex Education tends to be "too little, too late and too biological". This is one of the many reasons why the Department for Education is making Relationships and Health Education compulsory in primary schools from September 2020, with an emphasis on Relationships Education.

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8. Parent Consultation and Parents' right to request their child be excused from Sex Education

8.1 Parent Consultation

Government guidance recommended that schools consult with parents when developing and renewing their policies on Relationships Education. This policy must be published online and be available to anybody free of charge. The Endeavour Partnership Trust Schools have an extremely diverse community, and we considered it vital that parents have the opportunity to express their opinion as we developed our RSE policy and curriculum. We therefore set up a consultation process.

We consulted parents in order to:

- Ensure our curriculum is robust, transparent, age appropriate, respectful and reflective of religious and cultural beliefs and backgrounds of our parent community.
- In doing this we aim that parents are comfortable and confident in the curriculum we deliver and therefore not feel the need to withdraw their child from these lessons due to the rigorous consultation that has gone into ensuring they truly reflect our school community's views.

8.2 How the curriculum and policy was reviewed

- Inviting all parents who were concerned or interested to a general meeting, which took place at all Endeavour Partnership Trust schools about the changes to Statutory RSE as of September 2020. At this meeting the curriculum Unit 'Changing Me' overview was shared, as well as some of the resources, and parents who were interested in becoming part of a focus consultation group invited to express an interest.
- Then a parent consultation group with representatives of the various religions, cultures, backgrounds of our school community across both sites was formed. This included two parent governors, mothers, fathers, a sexual health pharmacist and parents covering the primary school age range as well as the PSHE Lead and Inclusion Lead, both of whom are Assistant Head Teachers and representatives of the teaching staff and SLT.
- Consultation on the detailed content of each lesson within each year group from the jigsaw scheme of work. Amendments were made to the original documents to reflect the group's views – this is the version which will be available to teachers when teaching the sessions.
- The creation of scripts to accompany agreed images and preferred responses to difficult questions appropriate to age groups.
- The creation of this PSHE and RSE policy document.

8.3 Focus of consultations

- Age appropriateness of content, vocabulary used, imagery and resources used in each lesson for each year group, use of clear scripts to share information and respond to potential questions at an age appropriate level.

8.4 How decisions were made

- Our decisions were based on children's age and what they needed to know relating to their physical and emotional development; safeguarding needs; and with a focus on science rather than colloquial terms. Please see Appendix 2 for adaptations made.

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8.5 Parental Right to request their child be withdrawn from the Sex Education.

At The Endeavour Partnership Trust, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit), and we conclude from the DFE Guidance that sex education refers to Human Reproduction. Whenever conception is taught as part of the PSHE 'Changing Me' Puzzle (unit) we inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 3 (Conception to birth)

9. LBGTQ+

Schools have a duty under the Equality Act 2010 to ensure that teaching is accessible to all children and young people, including those who are from the LGBT+ community (Lesbian, Gay, Bisexual, Transgender +). Our approach to PSHE and also RSHE is inclusive and fosters good relationships between pupils, tackling all types of prejudice – including homophobia, and promoting understanding and respect.

There has been much mis-information in the media about how LGBTQ+ issues are to be taught within the Relationships, Health and Sex Education curriculum in primary schools. Jigsaw has produced separate leaflets explaining its approach to this (Appendix 3+4). The content of which was agreed during the final consultation session with parents (6.7.20).

Endeavour Partnership Trust firmly stands by its position that every child is valued and special. We promote respect for all and value every individual child. The protected characteristics form

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 without approach to some aspects of Relationships, Health and Sex Education.

10. Monitoring and Review

The PSHE Lead Teacher carries out a review of this policy on an annual basis. The PSHE Lead Teacher reports any findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Senior Leadership Team give serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Pupils' development in PSHE is monitored by class teachers as part of our internal assessment systems.

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11. Roles and Responsibilities

11.1 The governing board: The governing board has approval of this policy on an annual basis.

11.2 The Head of School: The Head of School is responsible for ensuring that PSHE and RSHE are taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 8.5).

11.3 Staff: Staff are responsible for:

- Delivering SRE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the no statutory components of RSHE.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the PSHE lead or SLT.

11.4 Pupils: Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

12. Training

At the beginning of each half term, the theme for the topic is reviewed as a staff to ensure clarity and consistency and identify progression and address any CPD issues. Additional training is provided by the Subject leader as part of whole school CPD with additional support available for the teaching of contentious subjects such as LBGTQ+ and sex education.

The Head of School will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE when appropriate.

Appendix Documents

1. Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)
2. Parent consultation agreement
3. Including and valuing all children. What does Jigsaw teach about LGBTQ+ relationships?
4. How does Jigsaw approach gender identity?

Policy Review

This policy is reviewed annually.

Date of next review: September 2023

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Appendix 1. 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:

	Pupils should know…	How Jigsaw provides the solution
Families and people who care for me	• that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference • Being Me in My World

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Online relationships	• that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference
Being safe	• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference

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

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

By the end of primary school:

	Pupils should know	**How Jigsaw provides the solution**
Mental wellbeing	• that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).	All of these aspects are covered in lessons within the Puzzles • Healthy Me • Relationships • Changing Me • Celebrating Difference

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	• 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.	
Internet safety and harms	• that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.	All of these aspects are covered in lessons within the Puzzles • Relationships • Healthy Me
Physical health and fitness	• the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Healthy eating	• what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals.	All of these aspects are covered in lessons within the Puzzles • Healthy Me

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	• 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).	
Drugs, alcohol and tobacco	• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to immunisation and vaccination	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Basic first aid	• how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Changing adolescent body	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.	All of these aspects are covered in lessons within the Puzzles • Changing Me • Healthy Me

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Appendix 2: **Agreed Changes to the 'Changing Me' section of the Jigsaw Scheme**

Parent consultations undertaken: 13.1.20, 14.1.20, 10.2.20, 2.3.20, 3.6.20, 22.6.20, 29.6.20, 6.7.20

	Year 1	
	Agreed vocabulary	Penis, testicles, vagina, male and female - introduced Breasts, anus and vulva **not to be included**
	Lesson overview	**Adaptations /Amendments/ Agreements**
1	Life cycles	
2	Changing me	Add images of non-Caucasian children
3	My changing body	
4	Boy's and girl's bodies	***Tell me or show me*** *Use body parts cards – edited to* **remove: vulva (**intro Y6**), anus (**intro Y2**) and breasts (**not relevant to boy and girl's bodies –save for body change lessons in Y3) Teacher notes edited to delete reference to this removed vocab
5	Learning and Growing	
6	Coping with changes	

	Year 2	
	Agreed vocabulary	Vulva not to be included Breasts to be removed from the cards (ok to discuss if children raise this but this is difference between a woman's body not a girl's body) Anus introduced this year
	Lesson overview	**Adaptations /Amendments/ Agreements**
1	Life cycles in nature	
2	Growing from Young to Old	
3	The changing me	
4	Boy's and girl's bodies	***Tell me or show me*** *Use body parts cards – edited to* **remove vulva (**intro Y6**) and breasts (**not relevant to boy and girl's bodies –save for body change lessons in Y3) Introduce anus (not included in year 1) see notes on safeguarding pg 69 During the 'laundry basket' part of this activity, start by using swimwear / underwear as the first items of clothing and cover the 'private parts' making a clear teaching points that private parts are the parts covered by our swimwear or underwear. Continue the rest of the activity.
5	Assertiveness	
6	Looking Ahead	

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	Year 3	
	Agreed vocabulary	Womb (not uterus) Egg (not ovum) NB **No animations to be shown in Year 3 nor diagrams
	Lesson overview	**Adaptations /Amendments/ Agreements**
1	How babies grow	
2	Babies (Development in uterus)	*Potential Q + agreed answer* *Q: How does the baby 'get there' to begin with?* *A: "A baby grows from a tiny egg that the mother already has inside of her."*
3	Outside body changes (boys and girls)	
4	~~Inside body changes~~ Lesson removed – felt to be too advanced / detailed for year 3	~~***Tell me or show me*** *section to be cut from lesson*~~ ~~***Let me learn*** *section to be cut from lesson*~~ ~~This means slides 3-6 (Diagrams of penis, vagina, sperm and egg and baby in uterus) + The great growing up adventure (cloze procedure) will also be removed from this lesson.~~ ~~Discussion around body changes to happen based on the cartoon images on slides 1-2.~~ ~~*Potential Q + agreed answer*~~ ~~Q How does the sperm meet the egg?~~ ~~A that that's another special bit about making a baby, and we're saving up learning about it until later.~~
5	Family stereotypes	
6	Looking Ahead	

	Year 4	
	Agreed vocabulary	Womb (not uterus) Egg (not ovum) Vagina (No use of vulva) Sexual intercourse (No 'having sex)
	Lesson overview	**Adaptations /Amendments/ Agreements**
1	Unique Me	
2	Having a baby (First mention of conception: sexual intercourse used, not 'having sex)	*-No reference made to vulva* -First introduction to diagram slides of penis, vagina, egg and sperm, baby in womb – this is teaching point and not therefore a recap. Agreed script to be used when sharing these slides: *It's amazing how a baby starts to grow when a man's sperm and a woman's egg meet and join together.* *This can happen when a grown-up man and woman share an especially close and loving embrace which allows the sperm to be released from the penis into the vagina. This is called sexual intercourse. It's an intimate, loving and very private part of a grown-up relationship.* *From the vagina, the sperm can swim through the womb into the tubes that lead from the ovaries. If they meet an egg there, one of them may 'fertilise' it - join with it so that it starts growing into a baby. This is called conception. The fertilised egg settles into the soft lining of the mother's uterus, where it will grow until it is big enough to be born 40 weeks/ (9 months). The baby will get half of its genes from the mother's egg and half its genes from the father's sperm.* *-No animation to be shown* - ***Let me learn*** *section to be cut from lesson (not relevant to lesson)*

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3	Girls and puberty	- No use of school nurse – lesson content to be delivered by teachers to whole class. - Longer lesson so lesson 4 cut to make up time required to deliver the content appropriately. <u>Menstruation: Agreed script to be used:</u> *When a girl's body reaches puberty the eggs in her ovaries start to mature. Puberty can happen any time between the ages of 10 and 14, but it is different for everyone so we shouldn't worry if we start puberty earlier or later than our friends.* *Once a month, one of the tiny eggs stored in the woman's ovaries is released. It passes into the fallopian tube and then into the uterus.* *If the egg meets a man's sperm at this point, the egg will be fertilised and a baby will start to grow. This is called conception.* *Every month the uterus makes a thick, soft, spongy lining with an extra supply of blood to provide all the nutrients that a baby would need.* *If an egg is fertilised it settles into this soft lining of the uterus and develops into a baby.* *If an egg isn't fertilised by a sperm, then the lining of the womb isn't needed. The lining breaks up and the blood it contains passes out of the woman's body through her vagina. This is what is called 'having a period'.* *Unlike when we cut ourselves, this flow of blood is normal and natural for a girl who has reached puberty. It shows that the girl's/ woman's body is working as it should.* *Girls and women need to soak up the blood (menstrual flow) as it comes out of the vagina. They can use an absorbent towel which they wear in their underwear, or a tampon which they insert into the vagina. It is important that these are changed regularly.* *• The amount of blood leaving the body varies from woman to woman, but on average it's about two tablespoons worth, or enough to fill an egg cup. Most women have periods once a month until they are in their fifties when they gradually stop.* - Discussion based learning only – no written task therefore ***Let me learn*** *(Menstruation cards)* ***+ Help me reflect*** *sections to be <u>cut from lesson</u>*
4	~~Circles of change~~	**<u>Whole lesson cut</u>** - **Make time for extended previous lesson** - **Lacks relevance / Story content not reflective of reality** - **Circle of change activity included in lesson 6**
5	Accepting change	***Tell me or show me*** *section to be <u>cut from lesson</u> (Slides 1-4 cut: Environmental links confusing – this is covered elsewhere in the curriculum)* ***Let me learn*** *section – opportunity to mention changes that have been experienced in relation to the Coronavirus and its impact.*
6	Looking Ahead	

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	Year 5	
	Agreed vocabulary	Not mentioning vulva – (to be taught to year 6) Making love – cut – term 'sexual intercourse' to be used
	Lesson overview	**Adaptations /Amendments/ Agreements**
1	Self-image + body image	- Use real images of current celebrities - Discuss the use of filters on phones as a form of airbrushing - Include the idea of an online image – only best photos etc. put up so not a true reflections and very dangerous to start comparing self to others.
2	Puberty for Girls	- No mention of vulva – distinction to be made at Y6 *Menstruation script:* *• When a girl's body reaches puberty the eggs in her ovaries start to mature. Puberty can happen any time between the ages of 10 and 14, but it is different for everyone so we shouldn't worry if we start puberty earlier or later than our friends.* *A female's reproductive system has five main parts (refer to the animation).* *Once a month, the woman's oestrogen levels rise in her ovaries and one of the tiny eggs stored there is released. It passes into the fallopian tube and then into the womb. Oestrogen is a hormone (chemical) in the woman's ovaries. The oestrogen also causes the womb/uterus lining to thicken getting it ready with an extra supply of blood in case the woman becomes pregnant with a baby.* *If the egg meets a sperm, the egg will be fertilised and a baby will start to grow. This is called conception. The baby at this point is called an embryo.* *If an egg is fertilised it settles into this soft lining of the womb and the embryo develops into a baby.* *If an egg (ovum) isn't fertilised by a sperm, then the lining of the womb isn't needed. The lining breaks up and the blood it contains passes out of the woman's body through her vagina. This is what is called 'having a period'.* *Unlike when we cut ourselves, this flow of blood is normal and natural for a girl who has reached puberty. It shows that the girl's/ woman's body is working as it should.* *The same cycle (the menstrual cycle) repeats itself once a month. The exact number of days between periods is different for every woman, but it is usually between 21 and 35 days.* *Girls and women need to soak up the blood (menstrual flow) as it comes out of the vagina. They can use an absorbent towel which they wear in their underwear, or a tampon which they insert into the vagina. It is important that these are changed regularly.* *• The amount of blood leaving the body varies from woman to woman, but on average it's about two tablespoons worth, or enough to fill an egg cup. Most women have periods once a month until they are in their fifties when they gradually stop.* ***Let me learn –** separate boys and give girls time with female teacher to discuss questions.* *Worry cards (Pg 64) may be used to prompt discussion if teacher feels this is relevant however the question regarding tampons and virginity will be removed from original.* *Cut - Menstruation sequencing / sort activity + Great Growing Up Adventure – keep discussion based.*
3	Puberty for Boys	***Open my mind** – Note to teacher to be added to the section mentioning gay and transgender etc. that it isn't an expectation to teach this at this point, it is just raising teacher awareness this could come up* – further guidance see Appendix 3. *Puberty and male reproductive script:* *• When a boy reaches puberty, his testicles start making more of a hormone called testosterone. This hormone is responsible for the changes to the boy's body at puberty. Puberty usually starts around the age of 12, but for some boys it can be earlier and for some much later. Whatever is the right time for that boy's body.* *• At puberty the boy's testicles grow in size and start making sperm. The boy's penis may also get bigger. Body changes on the outside include growing facial hair, and thicker hair (pubic) on the body (under the arms, around the testicles), and sometimes on the chest, arms and legs. Boys may also get taller;*

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		their voice will get deeper because of changes in their Adam's apple (larynx) and they will become more muscular. Like the rest of puberty, these changes are individual, and not all boys develop in the same way at the same time, so we should try not to compare ourselves with what is happening to friends. *• The boy's sexual organs have 5 main parts (refer to the animation). It may also be helpful here to explain that the animation shows a circumcised penis (where the foreskin has been removed for medical or other reasons), and some boys have a circumcised penis. Other boys still have the foreskin which means the top part of the penis isn't so visible. Emphasise that whatever is normal for them, is normal for them. It is also worth saying that there is no such thing as an 'average sized' penis. Every man's is different.* *The boy's testes are held in bags of skin called the scrotum. Inside the testes there are many tiny tubes which make the sperm. At puberty the testes start to make millions of sperm every day. These sperm carry the messages (genes) about his characteristics and are necessary to fertilise an egg to create a baby.* *• On occasion, a man's penis fills with blood and it becomes erect (stiff).* *• The sperm are mixed with a special fluid called semen that give the sperm energy and keep them healthy. The semen containing the sperm then passes out of the penis which is called an ejaculation.* *• It is quite normal for boys and men to get 'wet dreams' at night where a tiny amount of the sperm and semen stored. This can also be another sign that puberty has started and is nothing to worry about.* ***Tell me or Show me:*** *Cut – Quiz, girls to leave room and boys to have time with a male teacher to address /ask any questions or share worries.* ***Let me learn –*** *Cut section and keep to discussion*
4	Conception	- Let me learn – True false statements to be done as a whole class activity rather than groups
5	~~Looking ahead~~	**Cut this lesson** - Not relevant - Gives more curriculum time for longer previous sessions
6	Looking ahead 2	

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	Year 6	
	Agreed vocabulary	All references to masturbation and clitoris will not be included Introduction of term vulva – (distinction between vagina) Making love – cut – term 'sexual intercourse' to be used Sexual consent age to be included
	Lesson overview	**Adaptations /Amendments/ Agreements**
1	My Self-Image	-
2	Puberty (Long lesson)	***Connect us*** *- (Growing up Bingo) to be cut from lesson* - *Content would need to be discussed and may be distracting and lead conversation in different direction.* ***Open my mind – '***Masturbation' and 'clitoris' to be removed from flash cards. Remove 'vulva' and 'ovulation' for this task (this term will be clarified in next part of lesson) ***Tell me or show me*** **-** Masturbation and clitoris **NOT** to be included - Teach 'ovulation' and 'vulva' as new vocabulary during slide 2. ***Let me learn – Part 1*** Truth or Myth cards to be used and done as a whole class to manage the discussion and emphasise the following points: Prioritise: spots; bathing during periods; controlling erections. Cut masturbation. Main teaching point: Age limit for sex (emphasis on this is age limit and not a target or something that should be done once the age is reached) ***Let me learn – Part 2*** Separate the boys and girls for open discussion Worry cards edited and prioritised. Boy worries: - My penis doesn't look the same as other boys in my year. Does this mean I'm not normal? - Cut the second card – ref to circumcision - Cut 3rd card – reference to masturbation - Add – 'Someone said if you fancy a boy it means you are gay' (To match the content of girl cards. - (Guidance for addressing this on Pg 59 taken from LGBT Jigsaw leaflet – appendix 3) Girl worries: Prioritise: 1, 3, 4, 7 Changing me Teacher notes: (Pg 59) Edited to remove masturbation reference to avoid confusion for teachers.
3	Babies: Conception to Birth	**Let me learn:** Cut this section – written based task not as relevant. Prioritise time for the discussion Tell me/show me
4	Boyfriends and Girlfriends	Definition of romantic relationship: *With romantic relationships there is usually a physical and romantic attraction and that is what makes this type of relationship different.* **Tell me or show me:** 'sexting' terminology is included – in this context, the term sounds shocking – it is important that children recognise that the incident in the scenario (sending image in underwear) is milder than the term suggests yet this is still a crime and is still classed as sexting. Link to sexual harassment / Peer on per abuse (KCSIE 2021) **Let me learn** – Complete 'Should I? Shouldn't I?' cards as a whole class (not groups) to ensure teacher manages discussion points. Emphasis to be given to speaking to a trusted adult rather than looking online and reminder to be given about reliability of online sources.
5	Real Self and Ideal Self	- Slide to be edited to include images reflective of our school community and ethnic groups to make session more relatable and inclusive. -
6	The Year Ahead	

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Appendix 3 Includingand valuing ALL children

What does Jigsaw teach about LGBT+ relationships?

Jigsaw, the mindful approach to PSHE, is a teaching programme for Personal, Social and Health Education (PSHE) which includes statutory Relationships Education, statutory Health Education and non-statutory Sex Education (DfE England 2019).

It is a comprehensive programme for pupils aged from 3-16, and designed by Jan Lever MBE, a teacher and psychotherapist.

There are six half-term Puzzles (units) sequenced from the beginning to the end of the school year:

- **Being Me in My World**
- **Celebrating Difference**
- **Dreams and Goals**
- **Healthy Me**
- **Relationships**
- **Changing Me**

Each Puzzle has six lessons. The Jigsaw Friends are used as distancing tools along with the Jigsaw Charter to ensure a safe learning environment. Mindfulness philosophy and practice underpins and permeates the programme.

This information leaflet has been written to provide information about Jigsaw's approach to LGBT+ relationships in the age 3-11 programme.

Terminology:

LGBT+: lesbian, gay, bisexual, transgender. The + acknowledges sexualities and gender identities other than lesbian, gay, bisexual and transgender.

In Jigsaw, we also ensure children understand the term heterosexual.

Premise:

Our experience shows us that children are good at accepting and looking past differences to the person. They are happy to be friends with/work with any peer they like and feel comfortable with, regardless of the differences that might be apparent. Of course, difference is sometimes used as a source of bullying and Jigsaw works hard to alleviate this.

So, firstly, it is important to state that Jigsaw nurtures positive and healthy relationships across the school community. It is concerned that all children understand what makes a relationship positive and healthy and can recognise and get help if they are experiencing something unhealthy etc. The starting point is building a positive, respectful relationship with self, engendering a sense of belonging and inclusion. This work begins in the Being Me in My World Puzzle (unit) in all year groups and is reinforced throughout.

Therefore, there is minimal focus on sexual orientation and gender identity in the age 3 -11 programme; enough to enable children to understand the meaning of the words lesbian, gay, bisexual, transgender and heterosexual. At no point in this work is there any mention of sexual activity. It is about people and who they love, are attracted to and may want to marry or spend their lives with.

This work is about alleviating stereotyping, accepting and respecting all people and celebrating differences of all sorts. In this way we aim to value and include all children and all family compositions, not to mention all teachers and members of the school community, thus equipping children for life in the UK today.

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What does Jigsaw PSHE teach about LGBT+ relationships and why?

1) Jigsaw believes all children should feel included

Jigsaw is underpinned by the philosophy to value every child as a unique human being, to enable everyone to feel included and to celebrate difference, thus developing empathy, compassion and respect for self and others.

We believe that school is a place where all children should feel safe and respected.

Part of this is helping children to understand there are many differences and similarities between people and that this can be positive rather than a source of negativity, bullying or discrimination.

Jigsaw talks about children and people as being of equal value, without labels, and considers the qualities most important in human beings. It unpacks stereotypes and influences and helps children become mindful, aware of their thoughts and feelings and the impact these may have.

Families

One of the differences children will be familiar with is family composition.

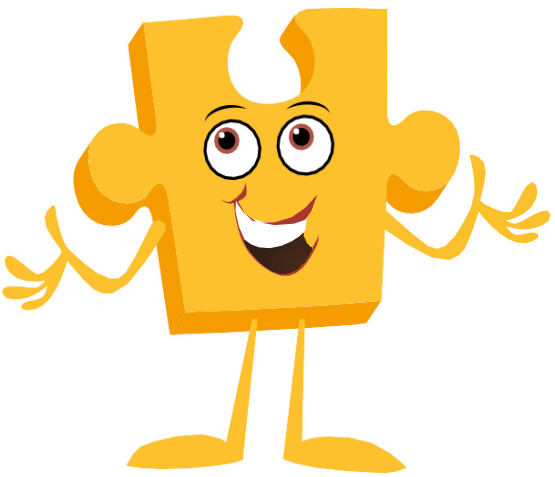
There are many family situations; some children will have parents who are separated, some may live with a mum and a dad, some may have stepparents, some may live in extended multi-generational families, and some may be fostered or adopted. Some may have other family arrangements; and some of those in parenting roles will be heterosexual and some will be LGBT+. We believe the gender identity and sexual orientation of parents and family members is what it is. This is their business, no-one else's, and in children's eyes is insignificant as these are the people they love and who love and care for them.

Jigsaw therefore makes every effort to reflect a wide range of families in its images so that all children can resonate with their own experience of 'family'. No child should ever be made to feel less accepted, or that their family is any less loving and caring than another. Careful treatment is given to this work in Jigsaw to avoid children being at risk of picking up 'hidden messages that may suggest to them their family is 'not as good as' or 'not right'.

Children who feel unaccepted or isolated are more vulnerable, possibly feel less secure, and potentially less able to apply themselves to learning. Jigsaw works hard to ensure its materials are accepting of all children and all families, (of course helping children to know how to get help if they are being harmed in any way).

The Jigsaw philosophy values every child as a unique human being and does not discriminate but supports them all to become the best they can be.

Jigsaw's lessons help children explore why a loving and caring family is important and how they contribute to that as members of their own families.



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Examples of teaching materials

In Jigsaw we sometimes use images of people and sometimes distance the learning by using e.g. cartoon characters.

Ages 7-8 Celebrating Difference

This lesson offers many images and asks children, 'Which pictures show a family?' thus opening a discussion on what makes a family and concluding that what is important is that we are loved and cared for, whatever our family composition.














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Ages 5-6 Relationships

This lesson uses cartoon characters from Planet Zarg to suggest there are many different sorts of families.







Children as individuals

In the same way that Jigsaw approaches all family compositions as of equal value, it also considers every child of equal value.

Some children in primary school may feel they are different in some way. This difference may be about their developing sexuality or gender identity, but equally, it may be about appearance, body-image, achievements, language, accent or any number of perceived differences.

The second Puzzle (unit) in the Jigsaw Programme for all year groups, called Celebrating Difference, is all about similarity and difference; the underpinning aim being to help children love and accept themselves for who they are and build a positive relationship with self and with others.

There is no direct teaching about children themselves being heterosexual or LGBT+, rather each child is treated as a valued individual.

We simply believe it is important that children understand that individuality is positive and not a source of negativity, thereby leading to acceptance and respect for self and others.

As they explore who they are and their sexuality and gender identity become more apparent to them, this will then be received in a positive way, without fear.

Jigsaw's ages 3-11 programme does not explicitly teach about heterosexual or LGBT+ relationships in adulthood either, other than to explain that any two adults can love each other and be attracted to each other.

The ages 3-11 Jigsaw Programme nurtures respect and acceptance for all, focussing on the characteristics of positive, healthy relationships children themselves will be experiencing e.g. family and friends.

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2) Jigsaw aims to eliminate bullying and give age-appropriate understanding

Bullying is often focused on some aspect of difference, hence the Celebrating Difference work which includes anti-bullying work.

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 any other aspect of difference or on first impressions or unsubstantiated judgements.

Children will have heard, or will come to hear, words such as 'gay', 'lesbian' or 'transgender'. Sometimes these words can be used as insults or derogatory terms. In this context, Jigsaw explains the meanings of these words age-appropriately and teaches that these are not to be used in derogatory ways as this could cause hurt or harm and are disrespectful. No words are ever to be used to cause hurt or harm.

At no point in Jigsaw is any reference made to sexual activity of any adults regardless of their sexuality. This we strongly believe would be inappropriate and unacceptable. In ages 9-11 when human reproduction is taught (at the school's discretion) this is done from a biological standpoint. IVF and adoption are mentioned to ensure children are aware, but the focus is on teaching the biology of human reproduction.

Jigsaw lessons help by giving age-appropriate information, and by assisting teachers to clarify children's understanding of words and terminology. Explanations as to LGBT+ are always accompanied by explaining heterosexual so that LGBT+ relationships are not singled out as different to the 'norm' but rather seen as part of the whole range of relationships, sexual orientations and gender identities.

However, for ages 3-11 this work is minimal as we are most concerned to nurture accepting attitudes. Further understanding can follow at secondary school.



3) 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. Jigsaw aligns to this throughout.

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4) 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.

5) Schools have a legal obligation to safeguard their pupils

Safeguarding guidance establishes that schools must protect all children from physical and emotional abuse including bullying (on and offline) 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.

6) Statutory Relationships and Health Education in England

Relationships Education and Health Education became statutory for all primary schools in England from September 2020; schools being required to follow the published guidance.

Primary children learn that not all families are the same and to respect these differences.

They 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 LGBT+ relationships should be brought into the curriculum, but there is an expectation for this to be included in a sensitive and age-appropriate manner, and in an inclusive way throughout, not simply as a one-off lesson or topic.

It is left to schools' discretion as to how and when they teach what in this regard, taking account of their children and families, situations, beliefs etc.

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It is left to schools' discretion as to how and when they teach what in this regard, taking account of their children and families, situations, beliefs etc.

Parental right to withdraw

Since September 2020, parents may only request to withdraw their children from non-statutory Sex Education in PSHE. Relationships Education and Health Education are statutory; this includes lessons on puberty, prejudice and discrimination, bullying, difference and diversity, and different families, including the content discussed in this leaflet.

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Appendix 4

How does Jigsaw approach gender identity?

This document has been written to outline Jigsaw's philosophy to value all children, and how this is reflected in its approach to gender identity, the use of language referring to boys, girls, males, females etc and our aim to provide a balanced and inclusive approach.

At Jigsaw we, of course, understand the difference between 'sex' and 'gender' and adopt the World Health Organisation distinction.

*'The World Health Organisation regional office for Europe describes **sex** as characteristics that are biologically defined, whereas **gender** is based on socially constructed features. They recognise that there are variations in how people experience **gender** based upon self-perception and expression, and how they behave.'*

Jigsaw's underpinning philosophy is to value every child as the unique human beings they are, and from this premise promotes acceptance and respect for self and others.

The relationship children have with themselves is paramount and Jigsaw focuses on developing a strong sense of identity, self-belief and self-esteem, within the whole-school PSHE programme. Jigsaw also includes all the requirements of statutory Relationships and Health Education (DfE England 2019).

The first Puzzle (unit) in Jigsaw is 'Being Me in My World' which is about discovering who I am and how I fit... in my family, my school, my friendship groups and as a global citizen.

The second Puzzle is 'Celebrating Difference' which is about identifying similarities and celebrating difference, returning to the underpinning aim of acceptance and respect for each person's uniqueness. This Puzzle also considers how sometimes difference can be a source of bullying, racism etc, children always being taught how to speak up and get help if needed.

Jigsaw works hard on ensuring age-appropriateness throughout, and we strongly encourage teachers to plan every lesson and tailor it if necessary, to ensure it meets the needs of their pupils.

The issue of gender identity is rarely treated as an explicit focus in Jigsaw 3-11 as the programme does its best to create an inclusive ethos as described above. There are opportunities for transgender to be included in classroom discussions at the teacher's discretion, but there is only one lesson (for children aged 10-11 years) where this term is used explicitly.

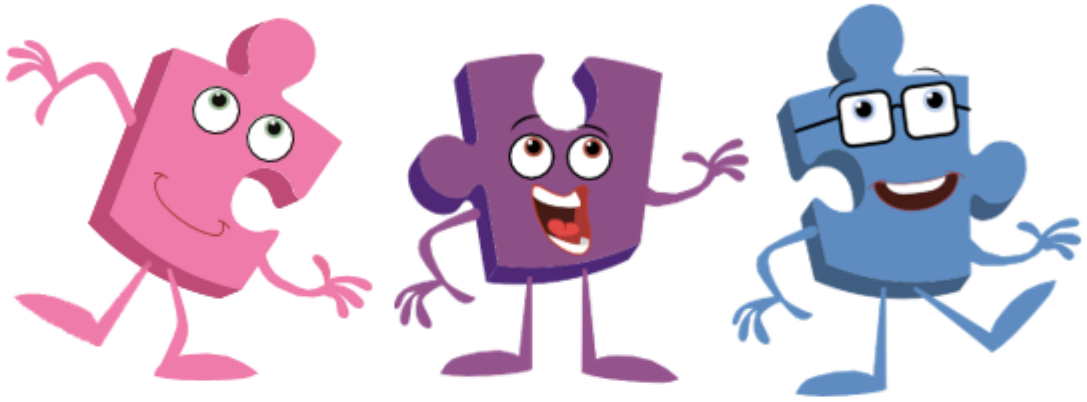
At no point does Jigsaw say there are only two genders but equally it doesn't suggest there are more; neither, in the primary programme does it refer to gender fluidity.

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Jigsaw is very aware of the challenge of a binary-focused English language and does its best to use a mix of boy/girl language and gender-neutral language e.g. for names of characters in stories and scenarios etc. Jigsaw tries to reflect the diverse demographic children are a part of, always emphasising the importance of being kind, compassionate and accepting, focussing on the qualities of people as human beings, accepting children who see themselves as boys, as girls, as non-binary etc.

The Jigsaw Friends have gender- and culture-neutral names e.g. Jigsaw Jo, Jino, Jaz.

The language of 'boy' and 'girl' is used with careful attention not to stereotype.



There are explicit lessons that help children understand what stereotyping is, why it can be damaging and how to avoid doing this, always encouraging children to be who they are and celebrate their own identity and to treat others in the same way.

This means our Jigsaw approach is one we feel will fit most schools and most children, valuing children from all types of families, including those with family members who do not fit typical gender stereotypes, and those children who may struggle with their own sense of how they fit in.

When schools are aware of children who are questioning their gender, or have family members who are transgender, we know that schools want to ensure that they can acknowledge these children's experiences positively in the classroom as they do for all children in all sorts of different family compositions.

Sometimes there are children or family members who may be transgender or questioning their gender, that the school will not know about. We also know that as primary children get older, they will become increasingly aware of people and stories in the media about transgender people.

Consequently, it is important that there is some specific content built into Jigsaw that recognises transgender people as equally important members of the community and allows safe and age-appropriate discussion around the concept of transgender for primary aged children if and when it is appropriate for a class, at the teacher's discretion.

We would expect children to then feel more comfortable to take any further questions they may have home to their own families.

There are more than 250 lessons in the primary Jigsaw Programme. There is one lesson in KS1 and one in KS2 where transgender identities could be said to be explicitly reflected, although the term 'transgender' is only explicitly introduced in the materials in one lesson in Year 6 (Age 10-11 materials).

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So, what is in these lessons?

Age 6-7 years, Celebrating Difference, Lesson 5, 'Gender Diversity'.

This lesson looks at whether being a boy or a girl makes a difference when choosing friends and toys. The lesson includes a character who the children do not know is a girl or a boy to help stimulate discussion about whether this makes a difference. There is no reference to LGBT+, but if a school does have a child who is questioning their gender identity, or a family member who is transgender, it may help to reflect that child's experience of the world and provide a safe classroom environment for the children to discuss any issues they have questions about. The safe learning environment is reinforced each lesson by the Jigsaw Charter established with children's ownership in the very first Jigsaw lesson.

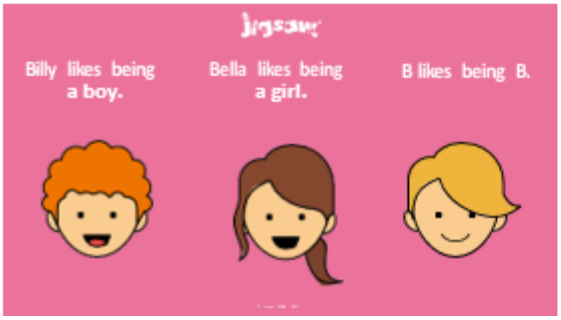
The following 5 slides are **an excerpt** from this lesson which focuses on being kind to each other and being individuals. The main aim of the lesson is about treating everyone as individuals and that it is fine to be who you are, to have your own identity. Teachers use their discretion, knowing the children in their classes, and are encouraged to focus the lesson accordingly.











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Age 10-11 years, Celebrating Difference, Lesson 2 'Understanding Difference'

This lesson for pupils aged 10-11 on the Equality Act, provides a safe learning environment for children to consider age-appropriately what transgender means. We know that most schools have had questions raised by the end of primary about what transgender means, and in Jigsaw it is introduced in this wider lesson on equality and the law.

The story of Robert/Roberta Cowell is deliberately chosen as this historic figure is removed from the fashion and media hype that influences so much current discussion around transgender. This means that it allows for a more age-appropriate discussion of the difficulties that someone who does not fit into society's stereotypes might feel, and why it is important for people to be protected by law. Its emphasis is on Roberta as a human being and her achievements as well as people's attitudes towards her at the time.

The learning activity in the lesson following the teacher input then broadens out to focus on some of the other protected characteristics in the Equality Act.

Jigsaw provides teacher notes to give ideas of how adults in the classroom could respond to questions on transgender, encouraging teachers to remember that the lesson is focussing on the importance on understanding how important it is to treat people as individuals and that for some this right is written in law, rather than focussing the lesson on the detail of what the term 'transgender' means. Schools can look at these notes and check they fit with their agreed approach to this issue in relation to the needs of the children in the class and the school community.

At no point does Jigsaw relay a 'wrong-body' narrative. Equally at no point does Jigsaw go into detail in terms of transitioning.

Jigsaw pays careful attention to the images it uses in its materials and is mindful of reflecting diversity and not promoting stereotypes, so all children can resonate with what they see.

Distancing techniques are also used in Jigsaw e.g. cartoon characters from the Planet Zarg, enabling learning messages to be free from the risk of stereotyping. This is a consistent approach from age 3 years upwards allowing all children to see themselves and their families and friends represented in our classroom resources and discussions, whatever our differences in our appearance, outlook or of course, gender identity.



Understanding puberty and human reproduction, at primary school, of course needs knowledge of both the male and female body. Jigsaw uses the words: male, female, boy, girl in such lessons and suggests teachers use terminology like 'birth-body' if they deem this is appropriate.

Jigsaw is all about preparing children for the world they live in and supporting them to be happy in their own identity and respectful of others.

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Jigsaw PSHE is pleased to work in partnership with EACH (Educational Action Challenging Homophobia) and acknowledges the national work and books of its director: Jonathan Charlesworth M.Ed. in supporting Jigsaw's philosophy to value every child.

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