PSHE policy

December 2020

Amended in line with new scheme of work September 2022

Review date December 2024

Written by K Graham in consultation with the school wellbeing team

Personal, Social and Health Education Policy Guidance

Date of policy: December 2022   Review date: December 2024

1.   Context, including national and local policy and legislation

The policy supports a whole school approach to PSHE in the curriculum, and throughout the life of the school and its community. It is consistent with current legislative frameworks including the statutory and non-statutory guidance.

Duty to promote wellbeing:

The Education Act and Inspections Act 2006 place a requirement on schools to promote pupils' wellbeing (as identified in the Children Act 2004) as well as their academic achievement. We are committed to promoting the health and wellbeing of pupils, and of the whole school community, and fully recognise the important cyclical relationship between wellbeing and learning.

National Curriculum:

The National Curriculum states that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice. PSHE can encompass many areas of study.

Updated statutory guidance will come into effect from September 2020 (Extended until the beginning of the summer term 2021).

The revised statutory components are:

- relationships education (primary)
- relationships and sex education (RSE) (secondary)
- health education (state-funded primary and secondary)

Primary schools currently choose to teach sex education. This is not compulsory and will not become compulsory as part of the new curriculum. Some parts of the new curriculum, as with the current curriculum, are compulsory. These are part of the national curriculum for science. Parents can withdraw their children from all other parts of the sex education lessons if they want.

Health and wellbeing promoting schools/Healthy Schools:
We are committed to providing a 'health and wellbeing climate and culture'. This means that we place teaching and learning in the wider context of our approach to:

- Leadership, management and managing change
- Policy development
- Curriculum, planning, resourcing and impact
- Teaching and learning
- Assessment, recording and reporting progress and achievement
- Pupil voice
- Pupils' support services
- Staff professional development needs
- Partnerships with parents/carers, the community and external agencies
- School culture and environment

2. Development process

We are committed to the ongoing development of PSHE in our school. We will use the following indicators to monitor and evaluate our progress:

- a coordinated and consistent approach to curriculum delivery has been adopted
- the content of the SRE curriculum is flexible and responsive to pupils' differing needs which are gathered at least annually through the use of pupil perception data such as the My Health My School Survey
- pupils are receiving an entitlement curriculum for PSHE in line with national and local guidance
- there are clearly identified learning objectives for all PSHE activities, and pupils' learning is assessed using both formative and summative approaches
- opportunities for cross-curricular approaches are being used where appropriate
- the impact of training for staff and governors on practice is evaluated
- policy and practice is revised regularly and involves staff, governors and, where appropriate, pupils
- opportunities are provided for parents/carers and members of our community to consider the purpose and nature of our PSHE, for example, through parent/carer information sessions
- a variety of methods is employed to communicate the key points of the policy and curriculum to the community

This policy was produced by the PSHE leader in consultation with the Local Authority. Parents/carers were consulted through a parent workshop and Parent Consultation, teaching and non-teaching staff were consulted through staff meetings and staff briefings, and pupils were consulted through School Council. Governors were consulted through governor meetings. This policy has been approved and adopted by the Head teacher and governing body. The member of staff responsible for overseeing and reviewing this policy is the PSHE leader. It will be reviewed in full every 2 years.

3. Location and dissemination

This policy document is freely available on request to the whole school community. A copy of the policy can be found on the school website. A physical copy of the policy is available from the School Office.

4. Definition

The DfE report 'Preparing Young People for Adult Life' stated that 'Society has a responsibility to help children and young people to meet the challenges of life by helping them to understand and value themselves, be optimistic about the future and life's possibilities, and to develop positive self-esteem, confidence and to take increasing control of, and responsibility, for their lives and play an active part in their own communities. Personal, Social and Health Education, including Sex Education and Drug Education, provides a whole school strategy for working in partnership with parents and others to help children to overcome the social pressures they face and the barriers they present to learning and achievement.'

<div align="right">(Preparing Young People for Adult Life – DfE)</div>

PSHE education can be defined as a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future.

As part of a whole school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

The benefits to pupils of such an approach are numerous as PSHE prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. *PSHE Association July 2013*

5. Policy relationship to other policies

The policy links to:
- Child Protection/Safeguarding
- Confidentiality
- Relationship Sex Education
- Drug Education
- Managing Drug Related Incidents
- No Smoking
- Equal Opportunities
- SEND/Inclusion
- Relationship, Behaviour & Discipline/Anti-bullying
- Race Related Incidents
- Health & Safety
- Continued Professional Development
- Assessment, Recording and Reporting
- Teaching and Learning
- Monitoring and Evaluation
- Visitors in School
- E-safety/ Computing
- Pastoral
- Science
- Medicines
- Asthma

6. Overall school aims for Personal, Social and Health Education

Our approach to PSHE consists of a comprehensive and developmental programme of teaching and learning, which is delivered in the context of a Healthy School where the health and wellbeing of pupils and of the whole school community are actively promoted. Our PSHE programme has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's stated aims and objectives.

Our PSHE programme uses the 'Jigsaw scheme of work' and helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future, as individuals, parents/carers, workers and members of society. It is embedded within the wider learning offered by the school to ensure that pupils experience positive relationships with adults and with each other and feel valued, and that those who are most vulnerable are identified and supported. 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 our school and community.

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential.

Within this, the school aims to develop pupils' understanding of:
- identity, including personal qualities, attitudes, skills, attributes and achievements and what influences these
- relationships, including different types and in different settings
- a healthy lifestyle, including physically, emotionally and socially
- a balanced lifestyle, including within relationships, work-life, exercise and rest, spending and saving and diet
- risk, including identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others
- safety, including behaviour and strategies to employ in different settings
- diversity and equality, in all its forms
- rights, including the notion of universal human rights, responsibilities including fairness and justice and consent in different contexts
- change and resilience, the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance
- power in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes
- career, including enterprise, employability and economic understanding

7. To whom the policy applies

The policy applies to:
- The Head teacher
- All school staff
- The governing body
- Pupils
- Parents/carers
- School nurse and other health professionals
- Partner agencies working in or with the school
- Religious leaders/faith groups

8. Key responsibilities for PSHE

i) All staff

All staff will:
- ensure that they are up to date with school policy and curriculum requirements regarding PSHE
- attend and engage in professional development training around PSHE provision, including individual and whole staff training/inset, where appropriate
- attend staff meetings to be introduced to any new areas of work and review the effectiveness of the approaches used
- report back to the PSHE Coordinator on any areas that they feel are not covered or inadequately provided for in the school's PSHE provision
- encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously
- follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone
- ensure that their personal beliefs and attitudes will not prevent them from providing balanced PSHE in school
- tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs and cultures, including those pupils with special educational needs

- ask for support in this from the school SEND coordinator or the PSHE Coordinator, should they need it

ii) Lead member/s of staff

The lead member/s of staff is/are entitled to receive training in his/her role and responsibilities. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to health and wellbeing.

Specific responsibilities	Who – role? *E.g. PSHE lead, Head teacher, CP designated teacher*
Co-ordinating the PSHE provision, ensuring a spiral curriculum	PSHE lead
Named governor responsible for PSHE	John Rees
Accessing and co-ordinating training and support for staff	PSHE lead/Head teacher
Establishing and maintaining links with external agencies/other health professionals	PSHE lead/ SENCO
Policy development and review, including consultation	PSHE lead/Head teacher
Implementation of the policy; monitoring and assessing its effectiveness in practice	PSHE lead
Managing child protection/safe guarding issues	Designated Safeguarding Lead/ Deputy Designated Safeguarding Lead
Establishing and maintaining links with parents/carers	PSHE lead/ Head teacher
Liaising with link schools to ensure a smooth transition	Deputy Headteacher
Liaising with the media	Head teacher

The lead member/s of staff will:
- develop the school policy and review it on a yearly basis
- ensure all members of the governing body will be offered appropriate PSHE training
- ensure that all staff are given regular and ongoing training on issues relating to PSHE and how to deliver lessons on such issues
- ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to PSHE
- provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of PSHE
- ensure that PSHE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs
- ensure that the knowledge and information regarding PSHE to which all pupils are entitled is provided in a comprehensive way
- support parent/carer involvement in the development of the PSHE curriculum
- ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced PSHE in school
- communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for PSHE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate
- ensure that provision of PSHE at home is complementary to the provision the school provides and communicate to parents/carers any additional support available where necessary or requested

iii) Governors

The governing body as a whole plays an active role in monitoring, developing and reviewing the policy and its implementation in school. There is a named link governor for PSHE who works closely with, and in support of, the lead member/s of staff. When aspects of PSHE appear in the School Improvement Plan, a governor will be assigned to reflect on, monitor and review the work as appropriate.

iv) Pupils

All pupils:
- should support one another with issues that arise through PSHE
- will listen in class, be considerate of other people's feelings and beliefs, and comply with confidentiality rules that are set in class
- will be made to feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to PSHE or otherwise
- will be asked for feedback on the school's PSHE provision termly/yearly and be expected to take this responsibility seriously; opinions on provision and comments will be reviewed by the lead member/s of staff for PSHE and taken into consideration when the curriculum is prepared for the following year's pupils

v) Parents/carers

The school recognises the key role that parents/carers fulfil in supporting their children through their personal development and the emotional and physical aspects of growing up. Therefore, we seek to work in partnership with parents/carers when planning and delivering PSHE.

The school will encourage this partnership by:
- keeping parents/carers informed about all aspects of the PSHE curriculum, including when it is going to be delivered
- gathering parent /carers' views on the policy and take these into account when it is being reviewed
- providing access to resources and information being used in class and do everything to ensure that parents/carers are comfortable with the education provided to their children in school through parent workshops/websites
- expecting parents/carers to share the responsibility of PSHE and support their children
- encouraging parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through PSHE
- providing support and encourage parents/carers to seek additional support in this from the school where they feel it is needed

9. Staff support & CPD

The school provides regular professional development training in how to deliver PSHE.

Staff, including non-teaching staff, CPD needs are identified and met through the following ways:
- an audit of staff CPD needs will be completed each year or at appropriate times throughout the year
- training and support is organised by the Head teacher who may choose to liaise with the PSHE leader.
- all members of the teaching and non-teaching staff will be offered generic PSHE training which includes sessions on: confidentiality, setting ground rules, handling controversial issues, responding to awkward questions, an introduction to the rationale of why teaching PSHE is so important, learning outcomes and school policy.
- teaching and non-teaching staff involved in the delivery of PSHE issues seen as potentially more sensitive will be offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues, and with potentially difficult questions
- the Health and Wellbeing Service will support in meeting staff CPD needs through additional training.

10. PSHE Provision

i) Intended learning outcomes for PSHE – see appendix 3

ii)   The needs of the pupils

We recognise that an interactive approach to PSHE will better develop the skills of our pupils, and also that, it is more likely to meet their needs. We involve pupils in the evaluation and development of their PSHE in ways appropriate to their age.

We will involve pupils through:
- discussions with small groups of pupils
- questionnaires/surveys (e.g. the My Health My School Survey)
- draw and write activities
- the use of anonymous question boxes
- self-assessment activities
- pupil focus groups formed specifically for PSHE
- older pupils review the PSHE programme for younger pupils
- pre and post assessment activities for PSHE
- School Council meetings
- full class consultation activities which ensure all pupils have a voice in the process

iii)   Topics to be covered

See appendix 3

iv)   Curriculum organisation

Pupils receive their entitlement for learning PSHE through a spiral curriculum which demonstrates progression. The PSHE programme is delivered through a variety of opportunities including:

- designated PSHE time
- Weekly time tabled sessions
- circle time
- use of external agencies/services
- school ethos
- small group work
- cross curricular links
- assemblies
- enrichment days / weeks
- residential trips

v)   Working with visitors and other external agencies/
Monitoring and evaluating visitors' and external agencies' contributions

Where appropriate, we may use visits and visitors from external agencies or members of the community to support PSHE. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. When visitors are used to support the programme, the school's policy on use of visitors will be used. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy, and any other relevant policies, and expected to comply with the guidelines outlined within it.

Residential trips can make a significant contribution to pupils' personal development. When planning such visits, we use opportunities to promote pupils' learning in relevant areas of the PSHE curriculum. Our partnership with the local community is also a priority, and we recognise and value its contribution to the PSHE programme.

Before involving visitors in any aspect of PSHE, teachers will ensure that:

- the visitor understands the school's confidentiality policy, values and approach to the educational programme
- there is appropriate planning, preparatory and follow up work for the sessions
- the visitor understands the emotional, intellectual, cultural, religious, social and ability level of the pupils involved, including where there may be a specific issue relating to child protection
- the teacher needs to be part of the experience in order for the pupils to value the lessons and to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have
- the guidelines and checklist (Appendix 2a and 2b) should be used with the visitor to ensure success

vi)   Inclusion and equal opportunities

All pupils, whatever their experience, background and identity, are entitled to quality PSHE that helps them build confidence and a positive sense of self, and to stay healthy. All classes include pupils with different abilities and aptitudes, experiences and religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach, and use of inclusive language reflects the diversity of the school community, and helps each and every pupil to feel valued and included in the classroom.

We promote the needs and interest of all pupils. The school's approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of pupils to ensure all can access the full PSHE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is an important vehicle for addressing both multicultural and gender issues and ensuring equal opportunities for all.

Responding to pupils' diverse learning needs:
Considerations will be made for:
- religious and cultural diversity
- differing gender needs and abilities, including SEND
- diverse sexuality of pupils
- homophobic/transphobic bullying and behaviour
- pupil's age and physical and emotional maturity
- pupils who are new to English

Ethnicity, religion and cultural diversity:
Our policy values the different backgrounds of all pupils in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

Special educational needs and learning difficulties:
We ensure that all pupils receive PSHE and we offer provision appropriate to the particular needs of our pupils, taking specialist advice where necessary. Staff will differentiate lessons to ensure that all members of the class can access the information fully. The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

Sexual identity and sexual orientation:
We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

Pupils who are new to English:
The school should take into account the language skills of individual pupils, ensuring that all pupils have equal access to the PSHE provision and resources.

vii)   Resources

We use primarily Jigsaw Scheme of Work and the resources recommended within it. We will focus on the needs of the pupils and our planned learning objectives. We select carefully resources which meet these objectives. We evaluate carefully teacher resources, leaflets, online resources and videos before using them.

We use children's books, both fiction and non-fiction, extensively within our PSHE programme. Teachers will always read and assess the books before using them to ensure they are appropriate for the planned work. They will also consider the needs and circumstances of individual pupils in class when reading texts, in case they need to have a preparatory conversation with a pupil before the teaching takes place, for instance.

Key texts and resources we will use for PSHE are:
* Jigsaw scheme of work
* Resources as identified in the medium term plans for the PSHE modules

viii)   Learning environment and ground rules

Staff are careful to ensure their personal beliefs and attitudes do not influence the teaching of PSHE. To this end, ground rules have been agreed to provide a framework of common values within which to teach. There are clear parameters as to what will be taught in a whole-class setting, and what will be dealt with on an individual basis.

If pupils are to benefit fully from a PSHE programme, they need to be confident speakers, good listeners and effective, sensitive communicators. When the needs of pupils are analysed, of overriding importance are two key areas: they need to **feel safe** and **be safe**. A set ground rules will help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the pupils. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information.

Our ground rules are:
* We listen to each other.
* We do not say or do anything that would hurt another person.
* We do not use people's names within an open forum.
* We signal when we want to say something.
* We may say pass.
* If a game involves touch we may sit and watch before making a decision to join in.

We will develop these ground rules through:
* Whole class discussion and these will be displayed during each PSHE session.

ix)   Answering questions

We acknowledge that sensitive and potentially difficult issues will arise in PSHE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for PSHE. As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader/Designated Safeguarding member of staff. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We may use a question box where questions may be asked anonymously.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

Ground rules are essential when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole-class setting by for example:
- staff will set the tone by speaking in a matter-of-fact way
- pupils will be encouraged to write down questions, anonymously if desired, and post them in a question box or ask-it basket
- staff will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up
- if a verbal question is too personal, staff will remind the pupils of the ground rules
- if a question is too explicit, feels too old for a pupil, is inappropriate for the whole-class, or raises concerns, staff will acknowledge it and promise to attend to it later on an individual basis
- staff will not provide more information than is appropriate to the age of the pupil
- if staff are concerned that a pupil is at risk of abuse, the designated teacher will be informed and the usual child protection procedures followed

x)   Assessment, recording and reporting in PSHE

We assess pupils' learning in PSHE in line with approaches used in the rest of the curriculum (including assessment for learning). We report to parents/carers at the end of the school year on pupils' learning and progress within PSHE.

Assessment methods:
- baseline or pre-assessment (essential for needs-led PSHE)
- needs assessment is used to identify existing knowledge and skills of pupils
- assessment is built into the PSHE programme to inform planning
- summative assessment takes place at the end of each unit
- pupil self-assessment is used where appropriate
- assessment focuses on knowledge as well as skill development and attitudes
- identify pupils who have exceeded or fallen short of the module objectives and those that have achieved it
- teachers will keep a note of pupils who have missed some or the entire module due to absence from school
- QCA End of Key Stage Statements are used to assess progress in PSHE
- pupil progress and achievement is reported to parents/carers
- pupil achievement in PSHE is celebrated and shared

xi)   Monitoring and evaluation

Monitoring activities:

- recording of pupil attendance in PSHE lessons
- effective PSHE leadership with a system of lesson observations and peer support
- a system for regular review of the PSHE policy and programme
- pupil and staff interviews/questionnaires
- pupil/staff/parent surveys
- scrutinising staff planning
- samples of pupils' work

Evaluation activities:
- teacher and pupil evaluation of lessons, units and the overall PSHE programme
- teacher and pupil evaluation of resources
- evidence from lesson observations
- evaluation of contributions of external partners
- feedback and evaluation by pupils
- scrutiny of assessment records
- sampling pupils' work and portfolios

11. Safeguarding and Child Protection

Please refer to Hunslet Moor's Child Protection and safe working practice policies.

12. Confidentiality in the context of PSHE lessons

The nature of PSHE means that pupils may disclose personal information that staff will respond to appropriately. The classroom is never a confidential place to talk, and that remains true in PSHE. Pupils will be reminded that lessons are not a place to discuss their personal experiences and issues, or to ask others to do so, through the establishment of ground rules. Any visitor to the classroom will be bound by the school's policy on confidentiality, regardless of whether they have, or their organisation has, a different policy. We will make sure visitors are aware of this, and make sure there are enough opportunities for pupils to access confidential support after the lesson if they need it.

Any information disclosed to a staff member or other responsible adult, which causes concern about the pupil's safety, will be communicated to the designated person as soon as possible and always within 24 hours, in line with our safeguarding and child protection policy.

If a pupil tells a health professional, such as the school nurse, something personal on a one-to-one basis outside of the classroom, our school's confidentiality policy will help us to decide whether that person can keep that information confidential, or whether they need to seek help, advice, or refer to someone else. We will also signpost pupils and their families, where appropriate, to on and offline community, health and counselling services so pupils know where to go for confidential help and advice.

Techniques used in school to minimise the chance of pupils making a disclosure in class include:
- depersonalising discussion
- puppets
- using role play to 'act out' scenarios
- appropriate DVDs and TV extracts
- case studies with invented characters
- visits to/from outside agencies

13. Liaison with other schools

Liaison with other schools will be sought within staff training/ CPD opportunities.

14. Support

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

15. Complaints

Parents/carers who have complaints or concerns regarding the PSHE provision should contact the school and follow the school's Complaints policy.

16. Liaison with local media

Please contact the press and media office on: 0113 247 4713

17. Local support available to schools

The Health and Wellbeing Service can offer support through training, bespoke lessons and in school advisory sessions.

Training available:

- **PSHE & Healthy Schools network meeting**
- **Grief & Bereavement in Schools – everybody's business**
- **Growing up in a Social Media World**
- **Leading and Managing PSHE**
- **PSHE & Assessment**
- **Creative Approaches to PSHE**
- **Oh Lila – Primary Risk & Resilience and Drug Education**
- **Rory – Primary Alcohol Education**
- **Delivering DAT with Confidence**
- **Smoke Free Homes**
- **KS1 Drug Education - Nothing**

Further information on the above training, as well as how to book, can be found at: www.schoolwellbeing.co.uk and www.leedsforlearning.co.uk

Bespoke primary PSHE lessons delivered in school:

- Puberty & Conception
- Body Image
- Healthy Relationships
- Social Media

For further information on the above bespoke sessions, please contact Emma Newton at: emma.newton@leeds,gov.uk

In school advisory sessions:

Primary PSHE: Helen Smithies – helen.smithies@leeds.gov.uk

Primary PSHE: Gill Mullens – gillian.mullens@leeds.gov.uk

18. Local and national websites

Local sources of support:

www.schoolwellbeing.co.uk
www.healthyschools.org.uk
http://www.leeds.gov.uk/phrc/Pages/default.aspx
www.leeds.gov.uk/phrc/Pages/public-health-training.aspx
http://www.leedslscb.org.uk/
http://www.themarketplaceleeds.org.uk/
http://www.leedsletschange.co.uk/
https://www.mindmate.org.uk/

National sources of support:

https://www.pshe-association.org.uk/
http://www.nhs.uk/change4life/Pages/change-for-life.aspx
https://www.nspcc.org.uk/
https://www.childline.org.uk
https://www.womensaid.org.uk/
http://www.nat.org.uk/Publications/Teachers-resources.aspx
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Education Act (1996) Crown copyright. http://www.legislation.gov.uk/ukpga/1996/56/contents

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Mainstream academy and free school: single model funding agreement (2014) [https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/326402/201407v3_Single_F A_mainstream_published.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/326402/201407v3_Single_FA_mainstream_published.pdf)
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Statutory Instrument 2012 No. 1124, Education, England, The School Information (England) (Amendment) Regulations 2012, Crown copyright. http://www.legislation.gov.uk/uksi/2012/1124/made

Appendix 1 – Interactive teaching methods

Agony aunt/uncle/problem pages

Small groups of three to four. Each group takes on the role of an agony aunt or uncle. The group is asked to respond to an imaginary problem or letter. Groups may wish to share their solutions.

Buzz group

Small groups of three to four. Groups are asked to discuss a dilemma or situation for a short, specified time, and then return to the large group to discuss ideas.

Carousel

Half the group forms a circle facing outwards. The other half forms another circle around them, facing inwards. Each person in the inner circle should face someone in the outer circle. Each pair can be asked to talk about an issue or dilemma. Partners can be changed with ease by one or another circle moving round one place.

Circle time / Circle discussion

Structured discussion where all participants sit in a circle – representing an inclusive and safe environment within which to discuss an issue or idea. Uses strategies such as silent statements (change places if you think that…), stem sentences (what I'm looking forward to most about becoming an adult is…), optional rounds (thumbs up if you'd like to say something about...) and open forum discussion.

Consequences

Each group considers the possible options and consequences of a situation. It is important to consider realistic consequences, both positive and negative.

Continuum

An imaginary line is drawn down the room. Pupils are told that one end of the line represents one extreme viewpoint, and the other end represents the opposite view. Statements relating to a particular issue are read out, and pupils stand along the continuum according to what they think. Pupils may discuss their view with someone else nearby, and/or with someone who has a different view.

Corridor of conscience/conscience alley

Class line up in two lines as 'corridor' through which individual walks down. Each pupil in the corridor shouts out suggestions/advice/feelings to the individual walking. Could be used to explore a moral dilemma, hot seat a book/film character, etc.

Data search

Pupils search through a selection of resources to find out information and answers to questions. Pupils could devise their own questions, or set questions for another group to answer.

Debate - active

Pupils have to decide to agree or disagree with a statement and move to the corresponding part of the room. They then discuss their opinion with other people in their group and decide upon the three main reasons why they have chosen to take that side; these are then shared with the class. Everyone is given an opportunity to change sides if convinced by the arguments of another group. Can be expanded into strongly agree, agree, disagree, strongly disagree. Consider use of online blogs, votes /& discussion forums.

Debate - formal

A motion is decided on for discussion. Two opposing views are then presented to the pupils with relevant information or supporting evidence. After a question-and-answer session and discussion, the group votes for or against the motion. Consider use of online blogs, votes /& discussion forums.

Diamond 9

Small groups are given prepared cards (nine or more), each with a statement relating to an issue for discussion, e.g. 'The qualities of a good friend'. Each group arranges nine cards in the shape of a diamond to represent their views on the relative importance of each statement. Pupils can also be given the opportunity to suggest their own statements for cards.

Discussion

In pairs, small groups, larger groups. Consider use of online blogs, votes, discussion forums, drama / role play/simulations. Can be facilitated by theatre in education groups.

Draw and write

Pupils are asked to draw and/or write in response to a specific question, (e.g. In the box draw yourself showing how your body will change when you reach puberty. Write about these changes.) Can be used as needs assessment before a unit of work and/or assessment afterwards (see 'Health for life', Nelson).

Thornes envoys

Various groups of pupils are formed, each with a different task or issue to discuss or research. After a given amount of time, a representative from each group goes to another group to relate the key points or findings to them.

Film /TV

For example, films or TV soaps with substance misuse storylines supported by follow-up discussion, hot-seating of characters.

Fishbowl

One group performs an activity while the others sit around them and observe. The audience may be asked to observe generally, or to look for specific things. They could have a checklist of things to look for.

Graffiti boards

Pupils are asked to write comments/opinions/facts onto a large piece of paper that can then be displayed. Alternatively, each person may be given a piece of card, which can then be part of a 'wall' to which they all contribute. Consider use of online blogs, votes /& discussion forums.

Interactive ICT

Educational software can be used. Pupils can also be given use of video recorders/digital cameras/computers to prepare presentations on a given topic.

Literature

Pupils' literature can be combined with techniques such as hot-seating of characters/ agony aunt letters.

Matching

This activity requires cards to be made up which can then be matched together by the pupils. For example, cards with the names of body parts may be matched to body functions.

Media analysis

For example, consider gender issues reported in newspapers, how different types of family groupings are portrayed in TV soaps. Consider use of range of video resources including those on www.thinkuknow.co.uk

Mind maps

Write an issue, topic or problem in the middle of a page. Branch out from the centre with the main themes and continue to branch out the ideas as far as possible.

Peer education

Individuals of the same or similar ages act as educators or mentors, e.g. small groups could research different topics and then teach the other groups about their topic.

Puppets

A distancing technique to use with younger pupils.

Question boxes / Ask-it baskets

Pupils write down questions, anonymously if preferred, and post them in a question box or ask-it basket. The teacher/nurse may choose to answer the questions in the next lesson/session having had time to consider appropriate responses. Consider use of online blogs, votes /& discussion forums.

Question display

What questions do we want to find the answers to? Display the questions and refer to them as the questions are answered. Pupils to decide: How can we find out the information? How can we display the results? Consider use of online blogs, surveys, votes /& discussion forums.

Questionnaires / Quizzes

Can be done individually, in pairs or small groups. Can be teacher/nurse led or researched and written by pupils for peers. Consider use of online blogs, surveys, votes /& discussion forums.

Role play

Pupils take on the role of another person and act out a scenario. The audience can rewind the action, fast-forward, freeze-frame and explore different consequences and decisions. They can also 'spotlight' certain characters and question them in role.

Rounds

Everyone is given the opportunity to express a view or opinion about a particular situation. This works well at the beginning or end of sessions.

Sides

Similar to the Continuum, except there is no middle ground.

Snowballing

Everyone works alone for a few minutes, listing ideas related to a task. They then form pairs and share views. The pairs then double up and share their ideas.

Syndicates

A type of role play where pupils formed into groups to represent a view, opinion or organisation. The group has to enter negotiations with another group representing a different view.

Tour

Groups of pupils prepare visual material in the form of posters to display on the wall. They then tour the displays and discuss the materials.

Triad

A pupil engages in an activity with another individual while a third observes, maybe writes notes, and gives feedback. Roles can then be changed.

Word storm / Thought shower

Individuals offer spontaneous suggestions regarding any issue. This is a short, quick activity where suggestions are recorded, but not discussed or challenged. Recorded material can be used later.

(From PSHE CPD Leads Handbook, March 2009)

APPENDIX 2a **Checklist prior to visit**

Checklist for schools and agencies	
TIME AND PLACE	
Date(s) of Involvement:	Time: From to Number of days / weeks:
Venue / room(s):	Agency arrival time:
Room Layout:	Agency to be greeted by:
Equipment required to be provided by the school:	Session plans: Attached: yes / no To be forwarded to:

PEOPLE	
School: Contact details:	Agency name: Specialism:
School address: Tel No: E-mail:	Agency address: Tel No: E-mail:
Child protection teacher: Learning mentor / other contact:	Agency contact: Other Contact:
Teachers to be involved:	Do parents/carers need to be consulted before the session? yes / no
Have disclosure / confidentiality procedures been discussed? yes / no Other policies for consideration:	Is the school satisfied with the agencies CRB / liability arrangements? yes / no
Number of pupils: Key Stage:	Learning needs: Other / individual needs:

Year Group:	
Intended learning outcomes:	What has been taught previously? How will the work be continued?
How will skills and progress be assessed?	Who will be present? How will they support the session?
How does the work support the CPD of teachers e.g. team teaching?	Do staff require / want any additional training? yes / no
How will the effectiveness of the session be evaluated by pupils? How will the effectiveness of the session be evaluated by adults?	Which routes for referral, procedures and services will pupils be signposted to?

AGREEMENTS	
Have any expenses been agreed to? yes / no 	
Checklist completed by: Designation: Date: Meeting carried out: in person / by phone / other (please circle) 	

APPENDIX 2b   Checklist

During & after visit

<table>
<tr><td colspan="4" align="center"><u>Joint Evaluation Form</u></td></tr>
<tr><td colspan="4">Please fill this in together where possible</td></tr>
<tr><td colspan="2">Aim of session:</td><td colspan="2">Session date:

Time:</td></tr>
<tr><td colspan="2">Agency:

School:</td><td colspan="2">Year group:

Class:</td></tr>
<tr><td align="center">Question</td><td align="center">Scale 1 - 10</td><td colspan="2" align="center">How do you know?</td></tr>
<tr><td>1. How well did the programme meet the needs of the pupils?</td><td></td><td colspan="2"></td></tr>
<tr><td>2. How well has the work developed the skills of pupils to manage their wellbeing?</td><td></td><td colspan="2"></td></tr>
<tr><td>3. How well has the input contributed to the PSHE Schemes of Work?</td><td></td><td colspan="2"></td></tr>
<tr><td>4. Has there been an impact on staff skills and confidence?</td><td></td><td colspan="2"></td></tr>
<tr><td>5. How well did the pre-planning support the session / visit?</td><td></td><td colspan="2"></td></tr>
</table>

6. How will be the work be continued and / or adopted into the Schemes of Work next year?		

7. Were there any elements that could be improved in the future?

8. Any other comments?

Please keep a copy for your records.

Appendix 3

Guidance		
Statutory – all schools, providing primary education, including all-through schools and middle schools (includes schools as set out in the summary section).		**Non-statutory for Primary school age**
Relationships Education • Families and people who care for me • Caring friendships • Respectful relationships • Being safe	**Health Education** • 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	**Relationships and Sex Education** **See agreed scheme of work for guidance**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being me in my world	In this Puzzle (unit), the children are introduced to their Jigsaw Journals and discuss their Jigsaw Charter. As part of this, they discuss rights and responsibilities, and choices and consequences. The children learn about being special and how to make everyone feel safe in their class as well as recognising their own safety.	In this Puzzle (unit), the children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They learn about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children learn about choices and the consequences of making different choices, set up their Jigsaw Journals and make the Jigsaw Charter.	In this Puzzle (unit), the children learn to recognise their self-worth and identify positive things about themselves and their achievements. They discuss new challenges and how to face them with appropriate positivity. The children learn about the need for rules and how these relate to rights and responsibilities. They explore choices and consequences, working collaboratively and seeing things from other people's points of view. The children learn about different feelings and the ability to recognise these feelings in themselves and others. They set up their Jigsaw Journals and establish the Jigsaw Charter.	In this Puzzle (unit), the children explore being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council, what its purpose is and how it works. The children learn about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also learn about considering other people's feelings. They refresh their Jigsaw Charter and set up their Jigsaw Journals.	In this Puzzle (unit), the children think and plan for the year ahead, goals they could set for themselves as well as the challenges they may face. They explore their rights and responsibilities as a member of their class, school, wider community and the country they live in. The children learn about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also learn about democracy, how it benefits the school and how they can contribute towards it. They revisit the Jigsaw Charter and set up their Jigsaw Journals.	In this Puzzle (unit), the children discuss their year ahead, they learnt to set goals and discuss their fears and worries about the future. The children learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. They discuss their choices and actions and how these can have far-reaching effects, locally and globally. The children learn about their own behaviour and how their choices can result in rewards and consequences and how they feel about this. They explore an individual's behaviour and the impact it can have on a group. They learn talk about democracy, how it benefits the school and how they can contribute towards it. They establish the Jigsaw Charter and set up their Jigsaw Journals.
Celebrating difference	In this Puzzle (unit), the children explore the similarities and differences between people and	In this Puzzle (unit), the children learn about recognise gender stereotypes, that boys and	In this Puzzle (unit), the children learn about families, that they are all different and that sometimes they fall out	In this Puzzle (unit), the children consider the concept of judging people by their appearance, of	In this Puzzle (unit), the children explore culture and cultural differences. They link this to racism, debating	In this Puzzle (unit), the children discuss differences and similarities and that, for some people, being different is difficult. The children learn about

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	how these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children discuss friendship, how to make friends and that it is OK to have differences/be different from their friends. The children also discuss being nice to and looking after other children who might be being bullied.	girls can have differences and similarities and that is OK. They explore how children can be bullied because they are different, that this shouldn't happen and how they can support a classmate who is being bullied. The children share feelings associated with bullying and how and where to get help. They explore similarities and differences and that it is OK for friends to have differences without it affecting their friendship.	with each other. The children practise methods to calm themselves down and discuss the 'Solve it together' technique. The children revisit the topic of bullying and discuss being a witness (bystander); they discover how a witness has choices and how these choices can affect the bullying that is taking place. The children also talk about using problem-solving techniques in bullying situations. They discuss name-calling and practise choosing not to use hurtful words. They also learn about giving and receiving compliments and the feelings associated with this.	first impressions and of what influences their thinking on what is normal. They explore more about bullying, including online bullying and what to do if they suspect or know that it is taking place. They discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. The children share their own uniqueness and what is special about themselves. They talk about first impressions and when their own first impressions of someone have changed.	what it is and how to be aware of their own feelings towards people from different cultures. They revisit the topic of bullying and discuss rumour spreading and name-calling. The children learn that there are direct and indirect ways of bullying as well as ways to encourage children to not using bullying behaviours. The children consider happiness regardless of material wealth and respecting other people's cultures.	bullying and how people can have power over others in a group. They discover strategies for dealing with this as well as wider bullying issues. The children learn about people with disabilities and look at specific examples of disabled people who have amazing lives and achievements.
Dreams and goals	In this Puzzle, the children talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the	In this Puzzle, the children explore setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising	In this Puzzle, the children look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories. The children	In this Puzzle, the children consider their hopes and dreams. They discuss how it feels when dreams don't come true and how to cope with/overcome feelings of disappointment.	In this Puzzle, the children share their dreams and goals and how they might need money to help them achieve them. They consider jobs that people they know do, they look at the fact	In this Puzzle, the children share their own strengths and further stretching themselves by setting challenging and realistic goals. They discuss the learning steps they will need to take as well as talking about how to stay motivated. The

	feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.	their strengths as a learner. The children consider group work and reflect on with whom they work well and with whom they don't. They also reflect on sharing success with other people.	identify their own dreams and ambitions and discuss how it will feel when they achieve them. They discuss facing learning challenges and identify their own strategies for overcoming these. The children consider obstacles that might stop them from achieving their goals and how to overcome these. They reflect on their progress and successes and identify what they could do better next time.	The children discuss making new plans and setting new goals even if they have been disappointed. The class explore group work and overcoming challenges together. They reflect on their successes and the feelings associated with overcoming a challenge.	that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. The children look as the similarities and differences between themselves (and their dreams and goals) and someone from a different culture.	children reflect on various global issues and explore places where people may be suffering or living in difficult situations; whilst doing this, they reflect on their own emotions linked to this learning. The children also discover what they think their classmates like and admire about them, as well as working on giving others praise and compliments.
Healthy me	In this Puzzle, the children learn about healthy and less healthy choices and how these choices make them feel. They explore about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety, and about people who can help them to stay safe.	In this Puzzle, the children learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children consider what makes them feel relaxed and stressed. They learn about medicines, how they work and how to use them safely. The children make healthy snacks and discuss why they are good	In this Puzzle, the children learn about the importance of exercise and how it helps your body to stay healthy. They also learn about their heart and lungs, what they do and how they are very important. The children discover facts about calories, fat and sugar; they discuss what each of these are and how the amount they consume can affect their health. The children learn	In this Puzzle, the children look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and what role they play. The children reflect on their friendships, how different people make them feel and which friends they value the most. The children also learn about smoking and its effects on health; they do the same with alcohol and	In this Puzzle, the children investigate the risks associated with smoking and how it affects the lungs, liver and heart. Likewise, they learn about the risks associated with alcohol misuse. They are taught a range of basic first aid and emergency procedures (including the recovery position) and learn how to contact the emergency services when needed. The children investigate how body types are	In this Puzzle, the children discuss taking responsibility for their own physical and emotional health and the choices linked to this. They learn about different types of drugs and the effects these can have on people's bodies. The children learn about exploitation as well as gang culture and the associated risks therin. They also learn about mental health/illness and that people have different attitudes towards this. They learn to recognise the triggers for and feelings of being stressed and that

	for their bodies.	about different types of drugs, the ones you take to make you better, as well as other drugs. The children consider things, places and people that are dangerous and link this to strategies for keeping themselves safe.	then look at the reasons why people might drink or smoke. Finally, they learn about peer pressure and how to deal with it successfully.	portrayed in the media, social media and celebrity culture. They also learn about eating disorders and people's relationships with food and how this can be linked to negative body image pressures.	there are strategies they can use when they are feeling stressed.
relationships	Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the lessons on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to	Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve it together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret,	In this Puzzle, children revisit family relationships and identify the different expectations and roles that exist within the family home. They identify why stereotypes can be unfair and may not be accurate, e.g. Mum is the carer, Dad goes to work. They also look at careers and why stereotypes can be unfair in this context. They learn that families should be founded on love, respect, appreciation, trust and co-operation. Children are reminded about the Solve it together technique for negotiating conflict situations and the concept of a win-win	Learning in this year group starts focussing on the emotional aspects of relationships and friendships. With this in mind, children explore jealousy and loss/ bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn	Children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as offline, as mental health can be damaged by excessive comparison with others. This leads onto a series of lessons that allow the children to investigate and reflect upon a variety of positive and negative online/social media contexts including gaming and social networking. They learn about age-limits and also age-appropriateness. Within these lessons, children are taught the SMARRT internet safety rules and they apply these in different situations. Risk, pressure and influences are	In this Puzzle, the children learn more about mental health and how to take care of their own mental well-being. They explore the grief cycle and its various stages, and discuss the different causes of grief and loss. The children learn about people who can try to control them or have power over them. They investigate online safety, learning how to judge if something is safe and helpful, as well as talking about communicating with friends and family in a positive and safe way.

	celebrate these.	and why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also learn about people who can help them if they are worried or scared.	outcome is introduced. Online relationships through gaming and apps are explored and children are introduced to some rules for staying safe online. Children also learn that they are part of a global community and they are connected to others they don't know in many ways, e.g. through global trade. They investigate the wants and needs of other children who are less fortunate and compare these with their own. Children's universal rights are also revisited.	that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Children are taught that relationship endings can be amicable.	revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe. Children are taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited with an angle on technology use. Screen time is also discussed and children find ways to reduce their own screen time. This Puzzle aims to help children to be more discerning when viewing anything online or on social media.	
Changing me	Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we	Children are introduced to life cycles, e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult, e.g. getting taller, learning to walk, etc. They discuss how they have changed so far and that people grow up at different	In this Puzzle, children compare different life cycles in nature, including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age. Within this, children also discuss how independence, freedoms and	This Puzzle begins learning about babies and what they need to grow and develop including parenting. Children are taught that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. Children first look at the outside body changes in	In this Puzzle, bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Conception and sexual intercourse are introduced in	In this Puzzle, the children revisit self-esteem, self-image and body image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited in further detail, explaining bodily changes in males and females. Sexual intercourse is

get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.	rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.	responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.	males and females. They learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grown-up. Inside body changes are also taught. Children learn that females have eggs (ova) in their ovaries and these are released monthly. If unfertilised by a male's sperm, it passes out of the body as a period. Sexual intercourse and the birth of the baby are not taught in this year group. Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.	simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. They also learn that the ovum and sperm carry genetic information that carry personal characteristics. The Puzzle ends by looking at the feelings associated with change and how to manage these. Children are introduced to Jigsaw's Circle of change model as a strategy for managing future changes.	explained in slightly more detail than in the previous year. Children are encouraged to ask questions and seek clarification about anything they don't understand. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception, e.g. IVF. Children learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also consider the perceptions that surround teenagers and reflect whether they are always accurate, e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend, etc.