



**St. John the Baptist**  
**Catholic Primary School**

*We will prepare the way by loving, living and learning with the Lord*

# Relationships and Health Education Policy

**Audience:** Staff, governors, parents

**Frequency of Review:** Annual

**Postholder Responsible for Review:** PSHE/RHE Leader

**Recommended Associated Documents:**

PSHE Policy

**Approved by the Full Governing Body – October 2023**

**Review – October 2024**

## **Relationships and Health Education Policy**

### **Mission**

**“We will prepare the way by loving, living and learning with the Lord.”**

This policy relates directly to the aims of St John the Baptist Catholic School. Fundamental to the aims of the school being achieved is a realisation that the learning and development of a pupil is a partnership between parents, pupils, teachers and support staff, within a framework of gospel values.

We believe that God lives at the very heart of our Community. His love has created us and given us the precious gift of life.

Relationship and Health Education is provided within a religious context. It is given, where appropriate, throughout the school.

The person responsible for leading policy development on behalf of the governors is the PSHE subject leader.

### **How this policy was developed**

The Catholic faith has a distinctive understanding of the human person, of true relationships and of the nature of community. This understanding should be reflected in the way a Catholic school forms its policy and enables its young people to grow up sharing the experience of belonging to a community with Gospel values.

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 and Relationships and Sex Education (RHE) compulsory for all pupils receiving secondary education. This policy also takes guidance from the Archdiocese of Birmingham, guidance from the National Healthy Schools Programme, reference to ‘Keeping Children Safe in Education’ (2023) and has been written in accordance with LA Guidelines for RHE.

### **What is RHE?**

The DfE guidance states that “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”. It is about the development of the pupil’s knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. In primary schools the focus 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.” This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

‘I have come that you might have life and have it to the full’ (John 10.10)

We are involved in relationships and health education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RHE therefore

is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RHE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DfE RHE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RHE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

At St John the Baptist, we recognise that relationships and health education begins in the home. Being part of a loving family, becoming increasingly aware as a developing child of one's own body and those of siblings, to be aware that there are boys and girls and that they are different, that a family has a loving parent or parents and that one should respect themselves and others thereby building positive relationships.

### **Consultation**

We recognise that parents/carers are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more. Parents/carers in all classes will be informed by letter when the more sensitive aspects of RHE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents/carers will be consulted at every stage of the development of the RHE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RHE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RHE programme to meet their child's needs.

Parents continue to have the right to withdraw their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher. The school will provide support by providing material for parents to help the children with their learning. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

### **Statement of values for RHE**

Our RHE programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to the God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

RE will reflect the values of the PSHE programme that are in evidence through the school's mission statement and Catholic ethos. As a result of consultation, the values identified below are felt to be of particular pertinence in RHE. Alongside them are examples of what these values look like in action.

### **Love**

- *we are created by God's love and he lives at the heart of our Community*
- *commitment within family life, marriage and stable loving relationships*
- *compassion for others within the family, school and wider community*
- *relationships where people care for one another*

### **Respect**

- *valuing ourselves and each other: being sensitive towards each others' needs and views*
- *showing awareness of and consideration for diversity within different types of relationships and family groups*
- *the right for children to have their opinions heard and for them to be able to amend or change opinions*
- *understanding of differing gender/religious/racial/cultural/special educational/developmental/physical needs and a commitment to meet those needs*

### **Integrity**

- *children and adults work and learn in a safe environment*
- *children know who they can talk to in confidence and what the boundaries of confidentiality are: adults making time to listen*
- *positive relationships built on mutual respect and understanding*
- *giving children and adults responsibility for their actions; high expectations for behaviour and learning*

### **Responsibility**

- *staff have a responsibility to ensure that their attitudes do not affect their teaching*
- *adults will behave as good role models as they conduct their relationships with other adults and children within the school community*
- *children taking responsibility for themselves and their choices*

### **Knowledge**

- *giving children accurate information appropriate to their age, needs and development*
- *answering questions honestly but with regard to their age, needs, development and the nature of the question*

### **Statement of Aims**

At St John the Baptist, we are committed to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RHE is an integral part of this education. Furthermore, we endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes.

RHE at St John the Baptist will contribute to the school's overall aims by helping children:

To develop the following attitudes and virtues:

- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;

- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

To develop the following personal and social skills:

- making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;

To know and understand:

- the Church's teaching on relationships;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction;

RHE will:

- Provide information which is easy to understand and is relevant and appropriate to the age and maturity of the children;
- Include the development of communication and social skills;
- Encourage the exploration and clarification of values and development of positive attitudes.

### **Roles and responsibilities**

Responsibility for the specific relationships and health education programme lays with the PSHE subject leader. However, all staff will be involved in developing the attitudes and values aspect of the RHE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

**External Visitors** Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RHE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

**Governors** Ensure that the RHE policy is available to parents and is in accordance with other whole school policies; ensure that parents know of their right to withdraw their children; ensure that the policy provides

proper and adequate coverage of relevant National Curriculum science topics and the setting of RHE within PSHE.

**Headteacher** The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

**PSHE & RHE Subject Leaders** with the headteacher, have a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RHE and the provision of in-service training.

**All Staff** RHE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RHE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RHE. All staff should be aware of the policy and how it relates to them

### **The taught RHE programme**

Three aspects of RHE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and health curriculum.

We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

RHE is taught as an integral part of the school's PSHE provision which is based on the Ten Ten 'Life to the Full' scheme along with the Jigsaw scheme of work. Elements will also be covered within the statutory science national curriculum and RE curriculum. Texts used in English will often provide opportunities for the development of themes within RHE. In this way, children will be able to develop their ideas, knowledge and skills gradually and appropriately.

The long-term plans for PSHE, Science and RE schemes of work identify the following topics where objectives relating to RHE are encountered:

As part of science, children will be taught to:

(Key Stage 1)

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

(Key Stage 2)

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement
- describe the simple functions of the basic parts of the digestive system in humans

- identify the different types of teeth in humans and their simple functions
- describe the changes as humans develop to old age
- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans

Aspects of our RHE programme do not sit within the science curriculum. Parents may exercise their legal right to withdraw children from aspects of the programme outside the current statutory curriculum.

As part of RHE and by the end of EYFS children will be taught:

- to expand vocabulary and apply names to family/friend relationships
- to understand the importance of bodily privacy

As part of RHE and by the end of KS1 children will be taught:

- to name the external parts of the body
- that all babies, human and animal, have mothers and fathers
- about how they have grown and changed since they were a baby and that they will continue growing and changing as they become adults

As part of RHE and by the end of KS2 children will be taught:

- to identify parts of the reproductive system in males and females and describe their functions
- to consider appropriate terminology for use in different contexts
- to recognise and challenge gender stereotypes
- about healthy and unhealthy relationships both online and offline
- about keeping themselves safe when involved in risky situations including online
- when it is appropriate to take a risk and when to say no and seek help (issues of consent)
- harmful sexual behaviour, sexual harassment and sexual violence - our school has a zero-tolerance approach to these issues, that it is never acceptable, and it will not be tolerated
- about the processes of reproduction and birth as part of the human life cycle
- about the physical changes that take place at puberty
- that you have to take extra care with personal hygiene during puberty
- about changing emotions as they grow up
- what babies need in order to be happy and healthy
- about the demands of looking after a baby
- about how they can help care for babies and young children they know

More information regarding the curriculum can be found in Appendix 1 and 2.

### **Sensitive Issues**

When questions arise relating to the issues below staff should answer appropriately with regard to the age, needs and development of the child as stated in the values integrity and knowledge. Staff may wish to discuss answers on an individual or small group basis rather than with the whole class. We will consider whether questions are ok to discuss in school or if it is a question where the child needs to ask someone at home who they feel comfortable with.

- Homosexuality – pupils should be reminded that ‘respect’ is one of our values however this is an issue that should be raised in the child’s home context.
- Transgender – it is important that RHE caters for all pupils and is respectful of how pupils choose to identify themselves, understanding that depending on their age and maturity, their sexual orientation and gender identity may be ‘emerging’. This means that RHE must be sensitive to the different needs of individual pupils and may need to evolve over time.
- Intercourse – information about how intercourse occurs is taught in a scientific nature as part of RHE, however any further questions are referred to home. If this issue arises, several values must be considered and the answers given be in keeping with them. Information will be given as stated in the value ‘knowledge’ but within the context of ‘love’ – commitment within family life, marriage. In year 6 children will learn about reasons people decide to marry and the unique relationship between couples. The aforementioned values will underpin all teaching and learning.
- Female genital mutilation (FGM) – staff are aware (through child protection training and our Child Protection Policy) on how to deal with this if the situation arises.

## **Teaching Strategies**

A wide range of teaching strategies will be used, predominantly by the class teachers that enable pupils to actively participate in their own learning. These will include circle time, planned aspects of science and PSHE, stories/literacy and visits from external agencies such as the school nurse or visiting theatre groups.

Children will also need to feel safe and secure in the environment in which RHE takes place. Effective RHE will provide opportunities for discussion of what is and is not appropriate in relationships.

**Ground rules** will always be established by teachers to create a ‘safe environment’ in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. Examples of rules are:

- No one will have to answer a personal question;
- No one will be forced to take part in a discussion;
- Only the correct names for body parts will be used;
- Meanings of words will be explained in a factual and sensible way.

**Distancing techniques** will be used to help teachers to avoid embarrassment and protect pupils’ privacy by depersonalising discussions. Role-play is a powerful strategy through which this can be achieved. **Difficult or explicit questions** do not have to be answered directly (see ground rules) but may be answered individually later, at a prearranged time, with honesty and due regard for the age and maturity of the child as well as being within the school’s agreed framework of values. If staff are in any way concerned they will seek advice from the PSHE Subject Leader or Headteacher if the issue is one of child protection.

## **Resources**

We follow the Ten Ten ‘Life to the Full’ scheme, along with the Jigsaw PSHE scheme, both of which have age-appropriate resources relevant to the needs of our children with regard to the following points:

- The school’s values and moral framework;
- Appropriateness in terms of language, images, attitude, maturity and understanding;
- Factual accuracy;
- The range of children and families it reflects;
- The needs of boys and girls;
- Purpose – skills development, development of attitudes, discussion of values, providing information;



- Encouraging active and participatory methods.

Parents are invited to view any videos at a meeting led by the PSHE Subject Leader.

### **Inclusion**

We will ensure RHE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. It is recognised that pupils and staff may come from a variety of family situations and home backgrounds. Care will be taken that there is no stigmatisation based upon home circumstances.

Programmes of RHE will be planned so that students with learning, emotional or behavioural difficulties or physical disabilities will also be able to understand their physical and emotional development thus enabling them to make positive decisions in their lives. Teaching methods will be adapted to meet the varying needs of this group of pupils.

As a school, we are aware of factors that increase a child's vulnerability, or potential vulnerability, such as mental ill health, domestic abuse, having additional needs, and being at greater risk of exploitation and/or of feeling unable to report abuse (for example, girls and lesbian, gay, bisexual and transgender children).

### **Equalities Obligations**

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

### **Confidentiality and Advice**

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RHE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care procedures. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated safeguarding lead (DSL).

Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, headteacher, but that the pupils would always be informed first that such action was going to be taken.

## **Monitoring and Evaluation**

The PSHE subject leader will monitor the provision of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of questionnaires/discussion with pupils, staff and parents.

This document takes the exact wording from the DFE Statutory Guidance and indicates which Learning Stage covers each objective.

KS1 – Key Stage 1

LKS2 – Lower Key Stage 2

UKS2 – Upper Key Stage 2

Topics marked \*\*\* are linked to resources that will be added soon.

RELATIONSHIPS EDUCATION	
Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability. KS1 LKS2 UKS2</li> <li>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. KS1 LKS2 UKS2</li> <li>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. KS1 LKS2 UKS2</li> <li>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. KS1 LKS2 UKS2</li> <li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. UKS2</li> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. KS1 LKS2 UKS2</li> </ul>
Caring Friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends. KS1 LKS2 UKS2</li> </ul>

	<ul style="list-style-type: none"> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. KS1 LKS2 UKS2</li> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. LKS2 UKS2</li> <li>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. KS1 LKS2 UKS2</li> <li>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. KS1 LKS2 UKS2</li> </ul>
Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. KS1 LKS2 UKS2</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships. KS1 LKS2 UKS2</li> <li>the conventions of courtesy and manners. KS1 LKS2 UKS2</li> <li>the importance of self-respect and how this links to their own happiness. LKS2 UKS2</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. KS1 LKS2 UKS2</li> <li>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. KS1 LKS2 UKS2</li> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive. LKS2 UKS2</li> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults. KS1 UKS2</li> </ul>

Online Relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not. LKS2 UKS2</li> <li>• 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. LKS2 UKS2</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. KS1 LKS2 UKS2</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. LKS2 UKS2</li> <li>• how information and data is shared and used online. LKS2 UKS2</li> </ul>
Keeping Safe	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). KS1 LKS2 UKS2</li> <li>• 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. KS1 LKS2 UKS2</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. KS1 LKS2 UKS2</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. KS1 LKS2 UKS2</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult. KS1 LKS2 UKS2</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard. KS1 LKS2</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so. KS1 LKS2 UKS2</li> <li>• where to get advice e.g. family, school and/or other sources. KS1 LKS2 UKS2</li> </ul>

HEALTH EDUCATION	
Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health. LKS2 UKS2</li> <li>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. KS1 LKS2 UKS2</li> <li>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. KS1 LKS2 UKS2</li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. KS1 LKS2 UKS2</li> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. KS1 LKS2 UKS2</li> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. LKS2 UKS2</li> <li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. LKS2 UKS2</li> <li>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. KS1 LKS2 UKS2</li> <li>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 wellbeing or ability to control their emotions (including issues arising online). LKS2 UKS2</li> <li>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. LKS2 UKS2</li> </ul>
Internet and safety harms	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>that for most people the internet is an integral part of life and has many benefits. KS1 LKS2 UKS2</li> <li>about the benefits of rationing time spent online, the risks of excessive time spent on</li> </ul>

	<p>electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>LKS2 UKS2</p> <ul style="list-style-type: none"> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> </ul> <p>KS1 LKS2 UKS2</p> <ul style="list-style-type: none"> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> </ul> <p>UKS2</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>KS1 LKS2 UKS2</p> <ul style="list-style-type: none"> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> </ul> <p>LKS2 UKS2</p> <ul style="list-style-type: none"> <li>• where and how to report concerns and get support with issues online.</li> </ul> <p>KS1 LKS2 UKS2</p>
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> </ul> <p>KS1 LKS2 UKS2</p> <ul style="list-style-type: none"> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> </ul> <p>LKS2 UKS2</p> <ul style="list-style-type: none"> <li>• the risks associated with an inactive lifestyle (including obesity).</li> </ul> <p>LKS2 UKS2</p> <ul style="list-style-type: none"> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul> <p>LKS2 UKS2</p>
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> </ul> <p>KS1 LKS2 UKS2</p> <ul style="list-style-type: none"> <li>• the principles of planning and preparing a range of healthy meals.</li> </ul> <p>KS1 LKS2 UKS2</p> <ul style="list-style-type: none"> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol)</li> </ul>

	<p>on diet or health).</p> <p>KS1 LKS2 UKS2</p>
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• ***the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drugtaking.</li> </ul>
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• ***how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> </ul> <p>KS1 LKS2 UKS2</p> <ul style="list-style-type: none"> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> </ul> <p>KS1 LKS2 UKS2</p> <ul style="list-style-type: none"> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> </ul> <p>KS1 LKS2 UKS2</p> <ul style="list-style-type: none"> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul> <p>KS1 LKS2 UKS2</p> <ul style="list-style-type: none"> <li>• ***the facts and science relating to immunisation and vaccination</li> </ul>
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• ***how to make a clear and efficient call to emergency services if necessary.</li> <li>• ***concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> </ul> <p>LKS2 UKS2</p> <ul style="list-style-type: none"> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul> <p>LKS2 UKS2</p>



## Appendix 2

### Overview of the Life to the Full programme

CORE THEME	Module 1: Created and Loved by God				Module 2: Created to Love Others			Module 3: Created to Live in Community	
TOPIC	Unit 1 Religious Understanding	Unit 2 Me, my body, my health	Unit 3 Emotional well-being	Unit 4 Life cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
EYFS ... NEW for 2020 ...	<a href="#">Unit Prayer Assessment Activity</a>	<a href="#">Unit Prayer Assessment Activity</a>	<a href="#">Unit Prayer Assessment Activity</a>	<a href="#">Unit Prayer Assessment Activity</a>	<a href="#">Unit Prayer Assessment Activity</a>	<a href="#">Unit Prayer Assessment Activity</a>	<a href="#">Unit Prayer Assessment Activity</a>	<a href="#">Unit Prayer Assessment Activity</a>	<a href="#">Unit Prayer Assessment Activity</a>
	<b>Story Sessions:</b> <a href="#">Handmade with Love</a> *NEW*	<b>Session 1</b> <a href="#">I Am Me</a> *NEW*  <b>Session 2</b> <a href="#">Heads, Shoulders, Knees and Toes</a> *NEW*  <b>Session 3</b> <a href="#">Ready Teddy?</a> *NEW*	<b>Session 1</b> <a href="#">I Like You Like We All Like!</a> *NEW*  <b>Session 2</b> <a href="#">Good Feelings, Bad Feelings</a> *NEW*  <b>Session 3</b> <a href="#">Let's Get Real</a> *NEW*	<b>Session 1</b> <a href="#">Growing Up</a> *NEW*	<b>Session 1</b> <a href="#">Role Model</a> *NEW*	<b>Session 1</b> <a href="#">Who's Who?</a> *NEW*  <b>Session 2</b> <a href="#">You've Got a Friend in Me</a> *NEW*  <b>Session 3</b> <a href="#">Forever Friends</a> *NEW*	<b>Session 1</b> <a href="#">Safe Inside and Out</a> *NEW*  <b>Session 2</b> <a href="#">My Body, My Rules</a> *NEW*  <b>Session 3</b> <a href="#">Feeling Poorly</a> *NEW*  <b>Session 4:</b> <a href="#">People Who Help Us</a> *NEW*	<b>Session 1</b> <a href="#">God is Love</a> *NEW*  <b>Session 2</b> <a href="#">Loving God, Loving Others</a> *NEW*	<b>Session 1</b> <a href="#">Me, You, Us</a> *NEW*
TOPIC	Module 1 Unit 1	Module 1 Unit 2	Module 1 Unit 3	Module 1 Unit 4	Module 2 Unit 1	Module 2 Unit 2	Module 2 Unit 3	Module 3 Unit 1	Module 3 Unit 2
KEY STAGE ONE	<a href="#">Unit Prayer Assessment Activity</a>	<a href="#">Unit Prayer Assessment Activity</a>	<a href="#">Unit Prayer Assessment Activity</a>	<a href="#">Unit Prayer Assessment Activity</a>	<a href="#">Unit Prayer Assessment Activity</a>	<a href="#">Unit Prayer Assessment Activity</a>	<a href="#">Unit Prayer Assessment Activity</a>	<a href="#">Unit Prayer Assessment Activity</a>	<a href="#">Unit Prayer Assessment Activity</a>
	<b>Story Sessions:</b> <a href="#">Let the Children Come</a> *NEW*	<b>Session 1:</b> <a href="#">I am Unique</a>  <b>Session 2:</b> <a href="#">Girls and Boys</a>  <b>Session 3 &amp; 4 (two sessions):</b> <a href="#">Clean &amp; Healthy</a> *Updated*	<b>Session 1:</b> <a href="#">Feelings, Likes and Dislikes</a>  <b>Session 2:</b> <a href="#">Feeling Inside Out</a>  <b>Session 3:</b> <a href="#">Super Susie Gets Angry</a>	<b>Session 1:</b> <a href="#">The Cycle of Life</a> *Updated*	<b>Session 1:</b> <a href="#">God Loves You</a>	<b>Session 1:</b> <a href="#">Special People</a>  <b>Session 2:</b> <a href="#">Treat Others Well...</a>  <b>Session 3:</b> <a href="#">...and Say Sorry</a>	<b>Session 1:</b> <a href="#">Being Safe</a>  <b>Session 2:</b> <a href="#">Good Secrets &amp; Bad Secrets</a>  <b>Session 3:</b> <a href="#">Physical Contact</a>  <b>Session 4:</b> <a href="#">Harmful Substances</a> *NEW*  <b>Session 5:</b> <a href="#">Can You Help Me?</a> (can be split into 2) *NEW*	<b>Session 1:</b> <a href="#">Three in One</a> *Updated*  <b>Session 2:</b> <a href="#">Who Is My Neighbour?</a>	<b>Session 1:</b> <a href="#">The Communities We Live In</a>
TOPIC	Module 1 Unit 1	Module 1 Unit 2	Module 1 Unit 3	Module 1 Unit 4	Module 2 Unit 1	Module 2 Unit 2	Module 2 Unit 3	Module 3 Unit 1	Module 3 Unit 2
LOWER KEY STAGE TWO	<a href="#">Unit Prayer Assessment Activity</a>	<a href="#">Unit Prayer Assessment Activity</a>	<a href="#">Unit Prayer Assessment Activity</a>	<a href="#">Unit Prayer Assessment Activity</a>	<a href="#">Unit Prayer Assessment Activity</a>	<a href="#">Unit Prayer Assessment Activity</a>	<a href="#">Unit Prayer Assessment Activity</a>	<a href="#">Unit Prayer Assessment Activity</a>	<a href="#">Unit Prayer Assessment Activity</a>
	<b>Session 1:</b> <a href="#">Get Up!</a> *NEW*  <b>Session 2:</b> <a href="#">The Sacraments</a> *Updated*	<b>Session 1:</b> <a href="#">We Don't Have To Be The Same</a>  <b>Session 2:</b> <a href="#">Respecting Our Bodies</a>  <b>Session 3 (Yr4+)</b> <a href="#">What is Puberty?</a>  <b>Session 4 (Yr4+)</b> <a href="#">Changing Bodies</a>  <b>Session 5 (Yr4+)</b> <a href="#">Discussion Groups - optional</a>	<b>Session 1:</b> <a href="#">What Am I Feeling?</a>  <b>Session 2:</b> <a href="#">What Am I Looking At?</a>  <b>Session 3:</b> <a href="#">I Am Thankful!</a>	<b>Session 1 (Yr4+):</b> <a href="#">Life Cycles</a>	<b>Story Sessions:</b> <a href="#">Jesus, My Friend</a>	<b>Session 1:</b> <a href="#">Friends, Family and Others</a>  <b>Session 2:</b> <a href="#">When Things Feel Bad</a>	<b>Session 1:</b> <a href="#">Sharing Online</a>  <b>Session 2:</b> <a href="#">Chatting Online</a>  <b>Session 3:</b> <a href="#">Safe in My Body</a>  <b>Session 4:</b> <a href="#">Drugs, Alcohol and Tobacco</a> *NEW*  <b>Session 5:</b> <a href="#">First Aid Heroes</a> *NEW*	<b>Session 1:</b> <a href="#">A Community of Love</a> *Updated*  <b>Session 2:</b> <a href="#">What is the Church?</a>	<b>Session 1:</b> <a href="#">How Do I Love Others?</a>
TOPIC	Module 1 Unit 1	Module 1 Unit 2	Module 1 Unit 3	Module 1 Unit 4	Module 2 Unit 1	Module 2 Unit 2	Module 2 Unit 3	Module 3 Unit 1	Module 3 Unit 2
UPPER KEY STAGE TWO	<a href="#">Unit Prayer Assessment Activity</a>	<a href="#">Unit Prayer Assessment Activity</a>	<a href="#">Unit Prayer Assessment Activity</a>	<a href="#">Unit Prayer Assessment Activity</a>	<a href="#">Unit Prayer Assessment Activity</a>	<a href="#">Unit Prayer Assessment Activity</a>	<a href="#">Unit Prayer Assessment Activity</a>	<a href="#">Assessment Activity</a>	<a href="#">Assessment Activity</a>
	<b>Story Sessions:</b> <a href="#">Calming the Storm</a> *NEW*	<b>Session 1:</b> <a href="#">Gifts and Talents</a>  <b>Session 2:</b> <a href="#">Girls' Bodies</a>  <b>Session 3:</b> <a href="#">Boys' Bodies</a>  <b>Session 4:</b> <a href="#">Spots and Sleep</a>	<b>Session 1:</b> <a href="#">Body Image</a>  <b>Session 2:</b> <a href="#">Peculiar Feelings</a>  <b>Session 3:</b> <a href="#">Emotional Changes</a>  <b>Session 4:</b> <a href="#">Seeing Stuff Online</a>	<b>Session 1:</b> <a href="#">Making Babies (P1)</a>  <b>Session 2:</b> <a href="#">Making Babies (P12)</a> *Optional. See your Programme Coordinator  <b>Session 3:</b> <a href="#">Menstruation</a>	<b>Session 1:</b> <a href="#">Is God Calling You?</a>	<b>Session 1:</b> <a href="#">Under Pressure</a>  <b>Session 2:</b> <a href="#">Do You Want a Piece of Cake?</a>  <b>Session 3:</b> <a href="#">Self-Talk</a>	<b>Session 1:</b> <a href="#">Sharing Isn't Always Caring</a>  <b>Session 2:</b> <a href="#">Cyberbullying</a>  <b>Session 3:</b> <a href="#">Types of Abuse</a>  <b>Session 4:</b> <a href="#">Impacted Lifestyles</a>  <b>Session 5:</b> <a href="#">Making Good Choices</a> *NEW*  <b>Session 6:</b> <a href="#">Giving Assistance</a> *NEW*	<b>Session 1:</b> <a href="#">The Trinity</a> *Updated*  <b>Session 2:</b> <a href="#">Catholic Social Teaching</a>	<b>Session 1:</b> <a href="#">Reaching Out</a>

## Appendix 3

### Jigsaw Programme



The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

#### Early Years approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across Early Years. The topics are also available to the whole school, should they wish to deepen the understanding in various topics.

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