



## **PSHE Jigsaw at Whitley Abbey**

### **Our Intent**

At Whitley Abbey Primary School, PSHE is at the core of all we do and enables our children to become independent, confident, healthy and responsible members of society, as well as developing the 'whole child' intellectually, morally, socially and spiritually.

PSHE is taught across the school from nursery to Year 6 on a weekly basis and the whole school follows and adapts the Jigsaw PSHE scheme. Our PSHE curriculum equips children with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. At the heart of our PSHE teaching we have a commitment to promoting and enhancing our Whitley Character Values of kindness, honesty, friendship, courage, resilience and gratitude.

With an ever-changing society, we are able to provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and the wider community. We want our children to view themselves as global citizens and aspire for them to leave Whitley Abbey as considerate, respectful and resilient individuals. It is important that they are aware, at an appropriate level, of different factors which may affect their world and that they learn how best to deal with these so that they have good mental health and well-being.

A key part of our curriculum is Relationships and Sex Education and our delivery of RSE enables our children to learn how to be safe, and empowers them to have healthy fulfilling relationships, both now and in their future lives.

Through our whole-school approach to PSHE, it is our belief that excellence in these areas will lead to high aspirations across the curriculum and beyond in later life. We aspire for the children to view themselves as lifelong learners who can always aim for the stars.

### **Implementation:**

Here at Whitley Abbey we take great pride in our holistic approach, so we have adopted the Jigsaw scheme of work which aims to develop the 'whole child' through a spiral curriculum. We implement the Jigsaw approach from Nursery to Year Six and teachers adapt the scheme in order to reflect the needs of their pupils. PSHE is taught through Jigsaw's six half termly units with each year group studying the same unit at the same time to develop their knowledge, skills and understanding in:

*Being Me in My World*  
*Celebrating Difference*  
*Dreams and Goals*

Learning in each topic then takes place during weekly whole class Jigsaw lessons which explore the different themes. Progression in skills and knowledge in PSHE are outlined in the progression grid.

Its cohesive vision helps children understand and value how they fit into and contribute to the world. With a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw equips us to deliver engaging and relevant PSHE

education. This encourages building resilience and nurturing mental and physical health. Jigsaw lessons also include mindfulness which allows children to advance their emotional awareness, self-regulation and concentration.

We believe that PSHE education plays a vital part in primary education so as well as discrete lessons, it is embedded throughout the curriculum. Key concepts are explored across our broad and balanced curriculum. PSHE is also an important part of school assemblies where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured. In addition, we hold special events such as themed days/weeks, we invite in visitors and have regular links with our community.

Our PSHE delivery ensures the children explore the diverse beliefs, values and attitudes that individuals and societies hold. It helps pupils to develop themselves, their understanding of the world, and their ability to communicate their feelings. Children at Whitley Abbey also acquire an understanding of British values that are necessary if they are to make sense of their experiences, value themselves, respect others, appreciate differences and feel confident and informed as a British and global citizen.

## **Impact**

By the time children leave us they will:

- Demonstrate kindness and respect towards themselves and others.
- Have the courage and ability to try new things, challenge themselves and persevere.
- Take responsibility for their actions.
- Have a good understanding of how to stay safe, healthy and how to develop positive relationships now and in the future.
- Understand the physical aspects involved in RSE at an age-appropriate level.
- Be able to understand and manage their emotions.
- Be able to look after their mental health and well-being.
- Have an appreciation of what it means to be a positive member of a diverse, multicultural society.
- Demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.
- Be able to approach a range of real-life situations and apply their skills and attributes to help navigate themselves through modern life.
- Be inspired to reach for the stars.

At Whitley Abbey we prioritise physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practice self-care and contribute positively to the wellbeing of those around them. We are committed to creating a positive, safe and nurturing environment, where all members of the school and wider community will be respected and valued. Children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings openly and know when and how they can seek the support of others whom they trust and respect. They will apply their understanding of society to their everyday interactions, from the classroom to the wider community.

We continuously assess the implementation and impact of our PSHE curriculum in order to achieve the highest outcomes possible across all year groups and ensure we provide the support that is necessary for all children to achieve.

Our PSHE approach has a positive impact on the whole child intellectually, morally, socially and spiritually. Through our PSHE curriculum, we believe we can enhance children's education and help them to become caring, respectful, responsible and confident individuals and citizens.

## **What is PSHE Education?**

PSHE Education (Personal, Social, Health and Economic Education) is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to successfully 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.

## **What do schools have to teach in PSHE Education?**

According to the National Curriculum, every school needs to have a broad and balanced curriculum that:

- promotes the spiritual, moral, social, cultural, mental and physical development of pupils at the school.
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- promotes British values.

From September 2020, primary schools in England also need to teach Relationships and Health Education as compulsory subjects and the Department for Education strongly recommends this should also include age-appropriate Sex Education.

Schools also have statutory responsibilities to safeguard their pupils (Keeping Children Safe in Education, DfE, 2019) and to uphold the Equality Act (2010).

At Whitley Abbey Primary School, we follow a whole school PSHE scheme called Jigsaw. Jigsaw supports all of the above statements.



## **What is Jigsaw, the mindful approach to PSHE, and how does it work?**

Jigsaw is a whole-school approach and embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings as well as building their capacity to learn.

Jigsaw is a comprehensive and completely original PSHE Education programme (lesson plans and teaching resources) for the whole primary school from ages 3-11 (12 in Scotland). Written by teachers and grounded in sound psychology, it also includes all the statutory requirements for Relationships and Health Education, and Sex Education is also included in the Changing Me Puzzle (unit).

Jigsaw has two main aims for all children:

- To build their capacity for learning
- To equip them for life

Jigsaw brings together PSHE Education, compulsory Relationships and Health Education, emotional literacy, mindfulness, social skills and spiritual development. It is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time at their own level. There are six Puzzles (half-term units of work) and each year group is taught one lesson per week. All lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.

Each Puzzle starts with an introductory assembly, generating a whole school focus for adults and children alike. There is also a Weekly Celebration that highlights a theme from that week's lesson across the school encouraging children to live that learning in their behaviour and attitudes.

By providing you with the curriculum coverage and the key vocabulary that we use in each year group, you as parents will develop an awareness of what children are expected to understand at what age. This will help you to be able to speak openly at home about these topics, which is a starting point for safeguarding and improving mental health.

Jigsaw is monitored and reviewed regularly by the staff and governing body. All teaching takes place in a safe learning environment and is underpinned by our school ethos and values.

## **Relationships, Sex and Health Education**

From September 2020, Relationships and Health Education are compulsory in all primary schools in England. For primary aged children this includes curriculum content under two headings:

### **Relationships Education:**

Relationships Education is designed to help children to have positive and safe relationships with family, friends and online. All primary schools are required by the government to teach Relationships Education and parents cannot withdraw children from this section of the curriculum. The areas this section of the curriculum cover are:

Families and people who care for me.  
Caring Friendships  
Respectful Relationships  
Online Relationships  
Being Safe

## **Health Education:**

Health Education will help children to make good decisions about their health and wellbeing and enable them to know how to seek support if any health issues arise for themselves or others. The areas it will cover are:

Mental wellbeing  
Internet safety and harms  
Physical health and fitness  
Healthy eating  
Drugs, alcohol and tobacco  
Health and prevention  
Basic first aid  
The changing adolescent body.

This DfE guidance clearly states the statutory requirements, i.e. what children **MUST** be taught by the end of primary school. Health Education includes learning about 'the changing adolescent body' to equip children to understand and cope with puberty. The National Curriculum for Science (also a compulsory subject), includes learning the correct names for the main external body parts, learning about the human body as it grows from birth to old age and reproduction in some plants and animals (which could include human beings). So, Relationships Education, Health Education and Science are compulsory subjects and parents/carers do **NOT** have the right to withdraw their children from these subjects.

## **Sex Education**

Sex Education is designed to help children to:

- Understand and respect their bodies.
- Develop positive and healthy relationships appropriate to their age and development.
- Support children to have positive self-esteem and body image.
- Empower them to be safe and safeguarded.

Parents do have the right to request their child is withdrawn from these specific lessons. If you wish to withdraw your child, please contact Mr Walker and he will be happy to discuss this.

At Whitley Abbey, we have been delivering RSE within our Personal, Social, Health and Economic (PSHE) curriculum for many years. We have reviewed our PSHE curriculum to make sure that our lessons meet the requirements that the government has set out for the content of Relationships and Health Education. The DfE recommends, 'that all primary schools should have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils.' At Whitley Abbey this is taught through our Jigsaw PSHE programme, which is delivered through the 'Relationships' and 'Changing Me' puzzle pieces which are covered in the summer term.

There are four main aims of teaching RSE:

Each year group will be taught appropriate to their age and developmental stage. At no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), this information will be shared with you by your child's class teacher. The question will not be answered to the child or class if it is outside the remit of that year group's programme.

Below is a summary of RSE coverage within the Jigsaw scheme for each year group:

- Foundation Stage – Growing up: how we have changed since we were babies
- Year 1 – Boys' and girls' bodies; naming body parts
- Year 2 – Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is)
- Year 3 – How babies grow and how boys' and girls' bodies change as they grow older
- Year 4 – Internal and external reproductive body parts, body changes in girls and menstruation
- Year 5 – Puberty for boys and girls, and conception
- Year 6 – Puberty for boys and girls and understanding conception to birth of a baby

If you would like more information about statutory Relationships and Health Education, please contact Mr Walker or Mrs Carter.

## **Parent withdrawal form**

### **IMPORTANT NOTICE:**

We are currently reviewing our RSE (Relationship and Sex Education) curriculum and policy so we can be sure our RSE provision is appropriate for our pupils based on their:

- Age
- Physical and emotional maturity
- Religious and cultural backgrounds
- Special educational needs and disabilities

As part of this development the school is in the process of consulting with parents, staff and governors that helped to inform our schools' decisions on when and how certain content is covered.



**Parent Form: withdrawal from Sex Education with RSE**

**TO BE COMPLETED BY PARENTS/CARERS**

<b>Name of child</b>		<b>Class</b>	
<b>Name of Parent/Carer</b>		<b>Date</b>	

**Reason for withdrawing from sex education within Relationships and Sex Education (RSE)**

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**Any other information you would like the school to consider**

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**I am aware that my child cannot be removed from the statutory elements taught via the Science and PHSE curriculum**

<b>Parent/carer signature</b>	
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**TO BE COMPLETED BY THE SCHOOL**

<b>Agreed actions from discussion with parent/carer</b>	
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## PSHE Policy including RSE



Date:

### **Information about this term's Personal, Social, Health Education, which includes Relationships and Changing Me**

Dear Parents/Carers,

At Whitley Abbey Primary School, we use Jigsaw, the mindful approach to PSHE, as our scheme of work to teach PSHE (Personal, Social, Health Education). The programme consists of 6 half-term units, each with 6 lessons. We call these Jigsaw 'Puzzles'. (Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me).

In the first half of the Summer Term we will be teaching the Relationships Topic. Relationships Education is statutory (DfE Guidance 2019) and parents cannot withdraw their children from it.

We develop positive relationships throughout the school year and through each Jigsaw Puzzle, but there is a more specific focus on this in this Unit of Work, with children learning about different relationships we have with our friends, family and communities (including staying safe online), and how these relationships change as we grow.

In the second half of the Summer Term we will be teaching the 'Changing Me' Puzzle. This helps children learn to cope positively with all sorts of change. In Key Stage 2 they will learn about puberty in this Puzzle. In Key Stage 1 we introduce scientific terminology for body parts, including genitalia, partly for safeguarding reasons and partly to lay the foundations for learning about puberty later.

The purpose of this letter is to inform you of the statutory requirements placed on schools, and what we plan to teach and when, for this topic in PSHE this term.

The government statutory guidance gives parents the right to request to withdraw their child from Sex Education, and this letter explains more about what Sex Education is and how you can find out more about this if you wish to.

### **Health, Relationship and Sex Education**

Health and Relationship Education is statutory in all primary schools, and it is recommended that all primary schools have a Sex Education programme that is tailored to the age of the pupils.

The Health and Relationship curriculum content is woven throughout the entire programme of Jigsaw, with a specific focus within the 'Healthy Me' and 'Relationships' Puzzles.



In the Early Years and Key Stage 1, the focus is on life cycles, valuing our own bodies and learning some vocabulary for the external body parts, that we might use if we needed to talk to an adult such as a nurse or a doctor.

In Key Stage 2, there is a particular focus on the Health Education element of puberty (including menstruation) and the changes that happen inside and outside the body. This is taught in a way that helps pupils feel prepared for the main changes that happen before puberty starts, and to encourage them to talk to an adult at home or at school if they have any questions.

At Whitley Abbey Primary School, Sex Education is part of our PSHE/RSE curriculum and we teach it through the Jigsaw 'Changing Me' topic.

Sex Education is designed to help children to:

- Understand and respect their bodies.
- Develop positive and healthy relationships appropriate to their age and development.
- Support children to have positive self-esteem and body image.
- Empower them to be safe and safeguarded.

### **The right to withdraw**

As parents you have the right to withdraw your child from the non-statutory elements of our teaching. These will be the lessons on human reproduction (please refer to the contents table below for the exact lessons). You are unable to withdraw your child from any lessons within Relationship or Health Education (this includes puberty and menstruation). If you do wish to withdraw your child from the human reproduction lessons, please contact Mr Walker so we can discuss the implications of withdrawing.

### **What will my child be taught about puberty and human reproduction?**

The Jigsaw unit 'Changing Me' is taught in the Summer Term and contains 6 lessons. Each year group will be taught appropriate to their age and developmental stage. This content will be taught by the class teacher where possible. We will not teach beyond the remit of the year group. If questions are asked that the teacher feels are inappropriate or are beyond the content for that year group, the teacher may ask the child to ask their parent/carer, or the teacher may acknowledge the question and explain that we will learn about that aspect at another time.

The table below only covers the lessons that relate to life cycles, the human body, puberty and human reproduction. The lessons that parents are able to withdraw their children from are highlighted in red font.

<b>Whitley Abbey Year group</b>	<b>Lesson Number and Name</b>	<b>Learning Intentions relating to Puberty and Human Reproduction</b>
<b>Ages 3-4</b>	Piece 1- My Body	<ul style="list-style-type: none"> <li>I can name parts of my body and show respect for myself</li> </ul>
	Piece 3 Growing Up	<ul style="list-style-type: none"> <li>I understand that we all start as babies and grow into children and then adults</li> </ul>
	Piece 4 Growth and Change	<ul style="list-style-type: none"> <li>I know that I grow and change</li> </ul>
<b>Ages 4-5 Reception</b>	Piece 1- My Body	<ul style="list-style-type: none"> <li>I can name parts of the body.</li> </ul>
	Piece 3 – Growing Up	<ul style="list-style-type: none"> <li>I understand that we all grow from babies to adults.</li> </ul>
<b>Ages 5-6 Year 1</b>	Piece 1 Life Cycles	<ul style="list-style-type: none"> <li>I am starting to understand the life cycles of animals and humans</li> <li>I understand that changes happen as we grow and that this is OK</li> </ul>
	Piece 2 Changing Me	<ul style="list-style-type: none"> <li>I can tell you some things about me that have changed and some things about me that have stayed the same</li> <li>I know that changes are OK and that sometimes they</li> </ul>
	Piece 3 My Changing Body	<ul style="list-style-type: none"> <li>I can tell you how my body has changed since I was a baby</li> <li>I understand that growing up is natural and that everybody grows at different rates</li> </ul>
	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> <li>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus</li> <li>I respect my body and understand which parts are private</li> </ul>
<b>Ages 6-7 Year 2</b>	<b>Piece 1 Life Cycles in Nature</b>	<ul style="list-style-type: none"> <li>I can recognise cycles of life in nature</li> <li>I understand there are some changes that are outside my control and can recognise how I feel about this</li> </ul>
	<b>Piece 2 Growing from Young to Old</b>	<ul style="list-style-type: none"> <li>I can tell you about the natural process of growing from young to old and understand that this is not in my control</li> <li>I can identify people I respect who are older than me</li> </ul>
	<b>Piece 3 The Changing Me</b>	<ul style="list-style-type: none"> <li>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old</li> <li>I feel proud about becoming more independent</li> </ul>
	Piece 4	<ul style="list-style-type: none"> <li>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, anus, breast, nipples) and appreciate that some parts of the body are private</li> <li>I can tell you what they like/don't like about being a boy/girl</li> </ul>

	Boys' and Girls' Bodies	
<b>Ages 7-8</b> <b>Year 3</b>	Piece 1 How Babies Grow	<ul style="list-style-type: none"> <li>I understand that in animals and humans, lots of changes happen from birth to fully grown, and that usually it is the female who has the baby</li> <li>I can express how I feel when they see babies or baby animals</li> </ul>
	Piece 2 Babies	<ul style="list-style-type: none"> <li>I understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow (New vocab – uterus /womb)</li> <li>I can express how I might feel if they had a new baby in their family</li> </ul>
	Piece 3 Outside Body Changes	<ul style="list-style-type: none"> <li>I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</li> <li>I can identify how boys' and girls' bodies change on the outside during this growing up process (introduce term puberty)</li> </ul>
	Piece 4 Inside Body Changes	<ul style="list-style-type: none"> <li>I can identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up (introduce vocab sperm, ovaries, egg, Ovum/ Ova, womb/uterus, vagina and period)</li> <li>I can recognise how I feel about these changes happening to me and know how to cope with these feelings</li> </ul> <p><b>Note: this lesson briefly introduces the term 'period' and explains what a period is in simple terms. This lesson does not attempt any explanation of how the sperm and egg come together. If a child asks the question we will explain that the male and female decide when this happens and we will learn more about it at another time.</b></p>
<b>Ages 8-9</b> <b>Year 4</b>	Piece 1 Unique Me	<ul style="list-style-type: none"> <li>I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.</li> <li>I appreciate that I am a truly unique human being</li> </ul>
	Piece 2 Having A Baby  <i>Parents have the right to withdraw children from this session as it is classed as human reproduction.</i>	<ul style="list-style-type: none"> <li>I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby and explain in simple terms how this happens</li> <li>I understand that having a baby is a personal choice and express how they feel about having children when they are adults</li> </ul> <p><b>Note: This is a simple introduction to sexual intercourse with the teacher using a script which includes 'an especially close and loving embrace which allows the sperm to be released through the penis into the vagina.'</b></p>
	Piece 3 Puberty and Menstruation	<ul style="list-style-type: none"> <li>I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</li> <li>I have strategies to help me cope with the physical and emotional changes I will experience during puberty</li> </ul> <p><b>Note: teachers will also recap the puberty learning for both girls and boys from year 3 and revisit some of the content if required.</b></p>
<b>Age 9-10</b> <b>Year 5</b>	Piece 2 Puberty for Girls	<ul style="list-style-type: none"> <li>I can explain how girls' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>I understand that puberty is a natural process that happens to everybody and that it will be OK for me</li> </ul>

	Piece 3 Puberty for Boys	<ul style="list-style-type: none"> <li>I can describe how boys' and girls' bodies change during puberty</li> <li>I can express how I feel about the changes that will happen to me during puberty</li> </ul>
	Piece 4 Conception  <i>Parents have the right to withdraw children from this session as it is classed as human reproduction.</i>	<ul style="list-style-type: none"> <li>I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby</li> <li>I appreciate how amazing it is that human bodies can reproduce in these ways</li> </ul>
<b>Age 10-11 Year 6</b>	Piece 2 Puberty	<ul style="list-style-type: none"> <li>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</li> <li>I can express how I feel about the changes that will happen to me during puberty</li> </ul>
	Piece 3 Babies – Conception to Birth  <i>Parents have the right to withdraw children from this session as it is classed as human reproduction.</i>	<ul style="list-style-type: none"> <li>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born</li> <li>I recognise how I feel when I reflect on the development and birth of a baby</li> </ul>
	Piece 4 Attraction	<ul style="list-style-type: none"> <li>I understand how being physically attracted to someone changes the nature of the relationship</li> <li>I can express how they feel about the growing independence of becoming a teenager and their confidence that they can cope with this</li> </ul>

### **We are eager to work in partnership with parents**

Please be aware that your child may ask you questions on what they have learnt.

We hope that the information we have provided is useful in understanding what your child will be learning this term.

Please refer to our PSHE policy for further information.

If you have any further questions, please contact your child's teacher.