



Cavendish
PRIMARY SCHOOL

ANNEX 1 to the PSHE POLICY

RELATIONSHIPS EDUCATION AND GROWING UP (REGU) POLICY Health Education POLICY

Revision: /

2nd DRAFT

Links to other Cavendish Policies

This policy is an Appendix to Cavendish's overarching PSHE Education Policy. Hence, it has to be read in conjunction with the above document and all its links to other policies and appendices.

This policy should also be read in conjunction with the Science, Computing, RE, PE and D&T school curriculum and policies.

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IN GENERAL

Rationale, Mission, Ethos and Values

As a maintained primary school, Cavendish must provide *Relationships Education* and *Health Education* to all pupils. Although it is not statutory for primary schools to provide sex education, maintained primary schools are required to teach the elements of sex education contained in the science curriculum (biological aspects of reproduction). Cavendish extend this statutory requirement to embed the elements of sex education contained in the science curriculum into a wider pastoral context. In teaching REGU (Relationships Education and Growing Up) / Health Education, we have regard to the statutory guidance (see appendix).

In accordance with our mission, ethos and values, we aspire to provide our learners with the opportunities and guidance they need to thrive, succeed, reach their potential and make a positive contribution as citizens in modern multi-cultural Britain. In addition to embedding the core British values of democracy, the rule of law, individual liberty, mutual respect and tolerance, we believe this can be achieved through the delivery of consistently inclusive, engaging, motivating, supportive and challenging learning experiences which promote the core values of kindness, integrity, resilience and curiosity.

In order to help us realise these aspirations, the teaching and learning of REGU / Health Education will focus on developing and sustaining positive relationships with others, understanding the implications of physical and emotional changes and the importance of adopting healthy life styles and making positive choices.

Department for Education / Rationale (Secretary of State Forward of Statutory Guidance)

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

This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. The key decisions on these subjects have been informed by a thorough engagement process, including a public call for evidence that received over 23,000 responses from parents, young people, schools and experts and a public consultation where over 40,000 people contacted the Department for Education.

The depth and breadth of views is clear, and there are understandable and legitimate areas of contention. Our guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role and have told us that they see building on what pupils learn at home as an important part of delivering a good education. We agree with this principle and congratulate the many schools delivering outstanding provision to support the personal development and pastoral needs of their pupils. We are determined that the subjects must be deliverable and give schools flexibility to shape their curriculum according to the needs of their pupils and communities.

In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

All of this content should support the wider work of schools in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

This should be complemented by development of personal attributes including kindness, integrity, generosity, and honesty. We have endeavoured to ensure the content is proportionate and deliverable. Whilst we are not mandating content on financial education or careers, we want to support the high quality teaching of these areas in all schools as part of a comprehensive programme, which complements the national curriculum where appropriate and meets the ambitions of the Careers Strategy. We know that many schools will choose to teach the compulsory content within a wider programme of Personal, Social, Health and Economic Education or similar. Schools are encouraged to continue to do so, if this is right for them, and build on established, high quality programmes.

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

Policy Development / Process

Schools are expected to consult pupils, parents and stakeholders when creating a Relationships and Health Education policy. This policy has been developed in consultation with pupils, parents, the wider community, staff and representatives of the Governing Board. It will be reviewed in accordance with our School Improvement Plan. The policy development process involved the following steps:

Review:

The PSHE Education leader pulled together all relevant information including relevant national and local guidance. Information was reviewed with members of the Senior Leadership Team and representatives of the Governing Board.

Pupil Consultation:

We investigated what exactly pupils want from their REGU via discussion and survey. The results of this survey were then used to inform the policy development and the delivery of REGU at Cavendish.

Staff Consultation:

All school staff were given the opportunity to look at the draft policy and to make recommendations, suggestions and amendments which were then incorporated. Staff were consulted via staff meeting and a survey was completed to establish what additional support teaching staff need to enhance the delivery of REGU.

Parent/stakeholder/wider community engagement:

Parents and any interested parties were emailed the draft policy and invited to attend an information meeting about the policy, content and timings of the REGU curriculum and to view teaching resources. Additional parent representative meetings served as a forum to give further feedback, discuss and clarify content and procedures. The feedback and comments were used to inform policy.

Ratification:

Governors were consulted on this policy via a governor meeting. All governors were sent the draft policy in advance of the meeting and were invited to comment and make suggestions/amendments. Once amendments were made, the final policy was shared with all governors and ratified.

Roles and Responsibilities

Governing Board

The Governing Board approves the REGU and Health Education policy and holds the head of school to account for its implementation.

As well as fulfilling their legal obligations, the Governing Board should also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Head of School

The head of school is responsible for ensuring that REGU and Health Education are taught consistently across the school and for managing requests to withdraw pupils from non-statutory/non-science components of REGU.

Teaching Staff

Staff are responsible for:

- planning, delivering and assessing REGU and Health Education;
- modelling positive attitudes towards REGU and Health Education;
- responding to the needs of pupils in a sensitive way;
- responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of REGU; and
- responding to parents' questions and dealing with sensitive issues.

Staff do not have the right to opt out of teaching REGU or Health Education. Staff who have concerns about teaching REGU and Health Education are encouraged to discuss this with the PSHE lead and head of school. Staff are trained on the delivery of REGU as part of their induction and it is included in our continuing professional development calendar. The head of school will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching REGU.

Pupils

Pupils are expected to engage fully in REGU and Health Education. When discussing issues related to REGU and Health Education, they are expected to treat others with respect and sensitivity. Pupils are regularly invited to contribute to REGU and Health Education content using class discussion and Pupil Voice/School Council sessions.

Monitoring Arrangements and Assessment

The delivery of REGU and Health Education is monitored by the PSHE lead through learning walks, book looks, pupil interviews and teacher discussion/feedback (pupil progress meetings). Pupils will be encouraged to reflect on their own learning and progress as part of lessons. Their development is monitored by class teachers as part of Cavendish's internal assessment systems (see PSHE policy). Summative assessment testing is not required.

This policy will generally be reviewed by the PSHE lead every two years (more frequently if required). At every review, the policy will be approved by the governing board and the head of school.

REGU and Health Education as Part of Cavendish's PSHE School Curriculum

REGU and Health Education complement several National Curriculum subjects (Science, Computing, Physical Education, Religious Education, Design & Technology). Cavendish draws links between the subjects and integrates the teaching of REGU and Health Education where possible and appropriate. Additional opportunities arise through extra-curricular clubs/activities, theme weeks and the provision of healthy school lunches, etc.

The subjects outlined in this policy are also firmly set in the context of Cavendish's wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond primary school. The curriculum on REGU and Health Education complements, and is supported by, Cavendish's wider policies on behaviour, inclusion, respect for equality and diversity, bullying and safeguarding. The subjects sit within the context of the school's broader vision and approach to developing pupils socially, morally, spiritually and culturally, of its overarching PSHE education curriculum and policy, and of its pastoral care system.

Cavendish's PSHE curriculum is set out in Annex 1 to the overarching PSHE policy (see separate document). We have developed the REGU curriculum in consultation with pupils, parents, staff and representatives of the governing board, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner and in collaboration with parents/carers so that pupils are informed and do not seek answers independently online.

At Cavendish, we teach REGU and Health Education as set out in this policy (downloadable through Cavendish's website).

REGU and Health Education / Equal Opportunities and Inclusion

The REGU and Health Education policy reflects and is in line with our Equal Opportunities and Inclusion policies and the school ensures that the teaching programme is an inclusive one that is appropriate and relevant to all pupils, including those with special educational needs and disabilities (SEND). Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences or family background. When planning and teaching high quality lessons, teaching staff are mindful of the SEND Code and ensure that the content is differentiated and personalised, and therefore accessible to all pupils.

Homophobic and transphobic references, and homophobic and transphobic actions and bullying are not tolerated at Cavendish and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

REGU and Health Education / Confidentiality, Safeguarding and Child Protection

Although REGU and Health Education are not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too. If teachers are concerned in any way that a pupil is at risk of any kind of abuse, they will talk to the designated safeguarding lead or deputy in his/her absence and follow the school's safeguarding and child protection procedures. The credentials of visitors, which can enhance (not replace) the delivery of lessons by bringing in specialist knowledge, are carefully checked by the school. Planning and resources provided by external visitors are viewed by Cavendish teaching staff in advance to ensure the content is age-appropriate and accessible for all pupils, and fits in/complies with Cavendish's curriculum and policies. Confidentiality and safeguarding measures need to be shared. During visits from external parties, a member of Cavendish's teaching staff needs to be present at all times.

REGU

and

HEALTH EDUCATION in detail

REGU / Definition and Rationale

- REGU constitutes learning about the emotional, social and physical aspects of growing up, relationships, keeping safe, recognising and responding to emotional and appropriate/inappropriate touch.
- REGU provides a forum to equip pupils with life skills that will enable them to make informed decisions and protect themselves in potentially harmful and exploitative situations. It is therefore a tool to safeguard children.
- REGU is a vital part of the spiritual, moral, social, cultural and physical development of pupils and therefore contributes to the foundation of PSHE as a subject.
- REGU offers a valuable vehicle for promoting equality between individuals and groups. It involves the exploration of personal identity, the celebration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences. Cavendish aims to fulfil the educational needs of as wide a group of children as are represented in the local community. The children come from a very varied cross section of the local community and represent different social, ethnic and religious values, beliefs and customs.
- Aspects of REGU are taught as an integral part of Cavendish's PSHE provision throughout the school from Nursery to Year 6. In this way, children are able to develop their ideas, knowledge, understanding and skills gradually and appropriately in a safe, non-threatening environment.
- REGU is not about the promotion of sexual activity.

REGU / Aims, Objectives and Outcomes

Through this policy, we aim to ensure that pupils at Cavendish will:

- develop confidence in talking, listening and thinking about feelings and relationships;
- understand what positive relationships are and how to nourish them (how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, the concept of personal privacy being aware of others' and their own boundaries);
- understand that there are families of many different forms and value/respect them equally;
- understand that positive relationships depend on positive personal attitudes/virtues (resilience, self-worth and self-respect, perseverance, honesty, integrity, courage, confidence, humility, kindness, empathy, generosity, trustworthiness, ability to self-regulate and manage conflicts, and a sense of justice);
- understand the features of healthy friendships, family relationships and other relationships in a range of different contexts incl. online;
- understand how friendships can support mental wellbeing leading to happiness and security;
- understand that there are less positive relationships and be able to recognise them incl. online;
- understand different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help;
- understand the differences between appropriate and inappropriate or unsafe physical, and other, contact incl. online; and
- understand signs of and know how to report emotional, physical and sexual abuse in all contexts incl. online, and how to seek advice/get support.

Relationships Education / Statutory Expectations by the End of Primary School

(extract from statutory guidance)

Topic	Pupils should know:
Families and people who care for me	<ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability;• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives;

	<ul style="list-style-type: none"> • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care; • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up; • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong; • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends; • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties; • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded; • 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; • 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.
Respectful relationships	<ul style="list-style-type: none"> • 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; • practical steps they can take in a range of different contexts to improve or support respectful relationships; • the conventions of courtesy and manners; • the importance of self-respect and how this links to their own happiness; • 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; • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help; • what a stereotype is, and how stereotypes can be unfair, negative or destructive; • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not; • that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous; • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them; • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met; • how information and data is shared and used online.
Being safe	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context); • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe; • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact; • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know; • how to recognise and report feelings of being unsafe or feeling bad about any adult; • how to ask for advice or help for themselves or others, and to keep trying until they are heard; • how to report concerns or abuse, and the vocabulary and confidence needed to do so; • where to get advice e.g. family, school and/or other sources.

Health Education / Definition and Rationale

- Health Education forms a vital part of the spiritual, moral, social, cultural and physical development of pupils
- Health Education includes both physical health and mental wellbeing, including the prevention of stigmatisation attached to health issues, particularly those to do with mental wellbeing;
- Health Education is also about self-control and the ability to self-regulate which has a positive impact on happiness, behaviour and attainment.
- Health Education prepares pupils for puberty.
- Health Education is not about the promotion of sexual activity.

Health Education / Aims, Objectives and Outcomes

Through this policy, we aim to ensure that pupils at Cavendish will:

- Understand the characteristics of good physical health and mental wellbeing, that both are part of daily life/equally important and are interconnected;
- Understand the benefits and importance of daily exercise, good nutrition and sufficient sleep;
- Understand how they are feeling and develop the language to talk about their bodies, health and emotions, and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations they experience;
- Understand steps they can take to support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid;
- Understand that people are social beings and that spending time with others is beneficial to their wellbeing, that isolation/loneliness has a negative impact;
- Understand the risks of excessive use of electronic devices and that rationing their time online contributes to a healthy lifestyle;
- Understand the physical development of their bodies as they grow into adults (puberty).

Health Education / Statutory Expectations by the End of Primary School (extract from statutory guidance)

Topic	Pupils should know:
Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health; • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations; • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings; • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate; • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness; • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests; • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support; • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing; • 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); • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet and safety harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits; • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing; • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private; • why social media, some computer games and online gaming, for example, are age restricted;

	<ul style="list-style-type: none"> • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health; • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted; • where and how to report concerns and get support with issues online.
Physical health and fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle; • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise; • the risks associated with an inactive lifestyle (including obesity); • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content); • the principles of planning and preparing a range of healthy meals; • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body; • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer; • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn; • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist; • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing; • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary; • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes; • about menstrual wellbeing including the key facts about the menstrual cycle.

Delivery of REGU and Health Education as Part of the PSHE School Curriculum

REGU and Health Education are generally taught through a planned programme within the Personal, Social, Health and Economic (PSHE) education curriculum. The biological aspects of body, health, fitness, puberty and reproduction are taught within the statutory science and physical education curriculum. Design & technology food projects focus on healthy eating. Online safety is also taught through the computing curriculum. Links between subjects are drawn. Other aspects are included in religious education. The REGU and Health Education programmes complement (not duplicate) content covered in national curriculum subjects.

In summary, as per statutory guidance, REGU at Cavendish focuses on teaching the fundamental building blocks and characteristics of positive relationships including: families and people who care for me; caring friendships; respectful relationships; online relationships and being safe. Health Education at Cavendish focuses on teaching the fundamental building blocks and characteristics of healthy lifestyles including: mental wellbeing, internet and safety harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid and the changing adolescent body.

From September 2020, Cavendish will teach PSHE (including REGU and Health Education) across the school using Jigsaw PSHE (for more detail see PSHE policy). The statutory REGU and Health Education topics are incorporated into this spiralling scheme of works which ensures that children build their knowledge, understanding and skills year by year in a progressive, cumulative way. For a broad content guide see appendix: Overview PSHE / REGU / Health Education Lessons.

Basic practical first aid will be taught to Y5 and Y6 initially by external providers, with the aim of teaching staff to receive sufficient training to teach this module themselves with confidence.

REGU and Health Education / Ground Rules

The following are protocols for REGU and Health Education lessons:

- no-one will have to answer a personal question if they do not wish to;
- no-one will be forced to take part in a discussion;
- only correct biological names for body parts will be used;
- meanings of words will be explained in a factual manner;
- teachers may use their discretion in responding to questions (and may say for example: *the appropriate person to answer this question is the parent/carer, the question is better to be discussed one to one after the lesson, the topic will be covered at a later stage in REGU, etc.*); and
- teachers will not share personal information.

Reasons for Delivering Non-statutory Sex Education at Primary School

Cavendish consider it important to incorporate some elements of sex education (reproduction in humans from conception to birth) into REGU and Health Education for the following reasons:

- it helps pupils, through discussion and guidance, to develop positive attitudes, values and self-esteem, and challenges negative attitudes and prejudices;
- it provides factual knowledge that is particularly important to pupils who do not receive this kind of information at home;
- it helps pupils, through factual knowledge and raised awareness, to make sense of misinformation in the media and from peers;
- it protects pupils, through factual knowledge and raised awareness, from sexual abuse and/or exploitation and inappropriate online content;
- it is a statutory part of the science curriculum to cover the biological aspects of reproduction, which is more effectively taught (increased understanding) when embedded into a wider pastoral context; and
- it is statutory to deliver information about changes in puberty and menstruation as part of Health Education, which is more effectively taught (increased understanding) when embedded it into a wider pastoral context.

Non-statutory Sex Education / Aims, Objectives and Outcomes

Through this policy, we aim to ensure that pupils at Cavendish will:

- understand and be able to explain the nature of human reproduction using biological, age appropriate language;
- develop respect for their own and others' bodies and understand sexual activity as part of a committed, long-term and loving relationship;
- reflect on moral questions in connection with sexuality; and
- challenge and prevent discrimination based on sexual orientation and gender.

Note:

The National Curriculum (2014) for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes, and key facts about menstrual wellbeing, including the menstrual cycle, are statutory content as part of Health Education as above.

Content / Delivery of Non-statutory Sex Education

Timing

All Sex Education components are taught as stand-alone sessions (some lessons in the *Changing Me* Puzzle) in the second summer half term when children are as old as possible within a certain year group.

Note: Lessons with **lesson title in red**, denoted * and on a light yellow background: Parents' Right to withdraw

Content

Year Group	Learning Objective by Piece	Key Vocabulary
Y1	Piece 4: Boys' and Girls' Bodies (HE)* -To be able to identify the parts of the body that make boys different to girls and use the correct names for these. -To respect your body and understand which parts are private.	anus, male, female, penis, testicles, vulva, vagina, breasts, nipples
Y2	Piece 4: Boys' and Girls' Bodies (HE)* -To recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of your body are private. -To be able to describe what you like/do not like about being a boy/girl.	anus, male, female, penis, testicles, vulva, vagina, breasts, nipples

Y3	<p>Piece 4: <u>Outside Body Changes (HE)*</u> -To understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. -To be able to identify how boys' and girls' bodies change on the outside during this growing up process. -To recognise how you feel about these changes happening to you and know how to cope with those feelings.</p>	<p>anus, male, female, penis, testicles, sperm, vulva, vagina, breasts, nipples, egg, ovum/ova, ovaries, womb, uterus, puberty, pubic hair, facial hair, underarm hair</p>
	<p>Piece 4: <u>Inside Body Changes (HE)*</u> (not taught as a reproduction) -To be able to 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. -To recognise how you feel about these changes happening to you and how to cope with these feelings.</p>	
Y4	<p>Piece 2 <u>Having a Baby (RSE)*</u> -To be able to label correctly the internal and external parts of male and female bodies that are necessary for making a baby. -To understand that having a baby is a personal choice and express how you feel about having children when you are an adult.</p>	<p>anus, male, female, penis, testicles, testes, sperm, semen, larynx, vulva, vagina, breasts, nipples, egg, ovum/ova, ovaries, womb, uterus, puberty, growth spurt, pubic hair, facial hair, underarm hair, sexual intercourse, having sex, making love, conception, fertitlise</p>
	<p>Additional to Jigsaw: <u>Puberty Changes (HE)</u> This is an additional lesson during which changes during puberty for <u>both</u> boys and girls are discussed. Lesson resources from Channel 4 Living and Growing Teaching Sequence: <i>Changes</i>.</p>	
	<p>Piece 3 <u>Girls and Puberty (HE)</u> (only taught to girls) -To be able to 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. -To know that you have strategies to help you cope with the physical and emotional changes you will experience during puberty.</p>	
Y5	<p>Piece 2: <u>Puberty for Girls (HE)</u> -To be able to explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. -To understand that puberty is a natural process that happens to everybody and that it will be OK for you.</p>	<p>female, vulva, vagina, breasts, nipples, egg, ovum/ova, ovaries, womb, uterus, puberty, growth spurt, pubic hair, underarm hair, menstruation, periods, sanitary towels, sanitary pads, tampons, hormones, oestrogen</p>
	<p>Additional to Jigsaw: Menstruation in detail (girls only) / workshop with health nurse</p>	

	<p>Piece 3: <u>Puberty for Boys (HE)</u> -To be able to describe how boys' and girls' bodies change during puberty. -To be able to express how you feel about the changes that will happen to you during puberty.</p>	<p>male, penis, testicles, testes, sperm, semen, larynx, puberty, growth spurt, pubic hair, facial hair, underarm hair, hormones, testosterone, erection, ejaculation, wet dream</p>
	<p>Piece 4: <u>Conception (RSE)*</u> -To understand that sexual intercourse can lead to conception and that is how babies are usually made. -To understand that sometimes people need IVF to help them have a baby. -To appreciate how amazing it is that human bodies can reproduce in these ways.</p>	<p>female, vulva, vagina, breasts, nipples, egg, ovum/ova, ovaries, womb, uterus, puberty, growth spurt, pubic hair, underarm hair, menstruation, periods, sanitary towels, sanitary pads, tampons, hormones, oestrogen</p> <p>male, penis, testicles, testes, sperm, semen, larynx, puberty, growth spurt, pubic hair, facial hair, underarm hair, hormones, testosterone, erection, ejaculation, wet dream</p> <p>sexual intercourse, having sex, making love, conception, fertilise, IVF, fallopian tube, pregnant, pregnancy, embryo, umbilical cord, contraception</p>
<p>Y6</p>	<p>Piece 2: <u>Puberty (HE)</u> -To be able to explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. -To be able to express how you feel about the changes that will happen to you during puberty.</p>	<p>female, male, vulva, clitoris, vagina, breasts, nipples, egg, ovum/ova, ovaries, ovulation, womb, uterus, puberty, growth spurt, pubic hair, underarm hair, facial hair, menstruation, periods, sanitary towels, sanitary pads, tampons, penis, testicles, testes, sperm, semen, larynx, voice breaks, erection, ejaculation, wet dream, masturbation, sex, gay, hormones, oestrogen, testosterone</p>
	<p>Piece 3: <u>Babies: Conception to Birth (RSE)*</u> -To be able to describe how a baby develops from conception through the nine months of pregnancy, and how it is born. -To recognise how you feel when you reflect on the development and birth of a baby.</p>	<p>female, male, vulva, clitoris, vagina, breasts, nipples, egg, ovum/ova, ovaries, ovulation, womb, uterus, puberty, growth spurt, pubic hair, underarm hair, facial hair, menstruation, periods, sanitary towels, sanitary pads, tampons, penis, testicles, testes, sperm, semen, larynx, voice breaks, erection, ejaculation, wet dream, masturbation, sex, gay, hormones, oestrogen, testosterone, sexual intercourse, having sex, making love, conception, fertilise, IVF, fallopian tube, pregnant, pregnancy, embryo, foetus, umbilical cord, placenta, cervix, contractions, labour, midwife, contraception</p>
	<p>Piece 4: <u>Boyfriends and Girlfriends</u> -To understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. -To understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that you should not feel pressured into doing something you do not want to.</p>	<p>attraction, relationship, love, pressure, sexting</p>

The partnership of home and school is vital when it comes to teaching sensitive issues. Parents are invited to parent information sessions before the teaching of non-statutory REGU and Health Education units are commenced to discuss content, raise questions and view specific teaching materials which assists parents in continuing the conversations started in class at home.

These units of learning are never taught in isolation but within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example looked after children or young carers).

REGU and Health Education are taught either as discrete units or integrated into other topics where statutory, at a level appropriate to the needs and maturity of the pupils. On the whole, pupils are taught in mixed groups to ensure that boys and girls learn the same information. However, sometimes it is useful particularly in Years 4, 5 and 6 to include time when single sex groups can discuss issues with their teacher. This is mostly applicable when they learn about body changes through puberty and about reproduction.

Teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher.

Teachers answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may not be answered immediately if the teacher feels they need to consult with the PSHE lead, learning mentor, safeguarding lead or head of school. Also, some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class. Pupils also have the opportunity to raise questions anonymously.

Provision of REGU under the Statutory Science Curriculum

Key Stage 1 (age 5-7 years)

-Year 1 pupils should be taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

-Year 2 pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults; and
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Stage 2 (age 7-11 years)

-Year 3 pupils should be taught to:

- identify that animals, including humans, need the right amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat; and
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

-Year 4 pupils should be taught to:

- describe the simple functions of the basic parts of the digestive system in humans; and
- identify the different types of teeth in humans and their simple function.

-Year 5 pupils should be taught to:

- describe the life process of reproduction in some plants and animals;
- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird; and
- describe the changes as humans develop to old age.

-Year 6 pupils should be taught to:

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents;
- 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; and
- describe the way in which nutrients and water are transported within animals, including humans.

REGU and Health Education / Parents' Right to Withdraw

Parents do not have the right to withdraw their children from Relationships Education or Health Education. Parents have the right to withdraw their children from the non-statutory/non-science components of REGU as outlined above. Requests for withdrawal should be put in writing using Cavendish's *Parent Form: Withdrawal from Sex Education within REGU* (see Appendix). Alternative work will be given to pupils who are withdrawn from Sex Education. A copy of the withdrawal request will be placed in the pupil's educational record.

APPENDICES

Statutory Requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) 2019 made under Sections 34 and 35 of the Children and Social Work Act 2017, issued by the Department for Education under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996 in June 2019, coming into force in September 2020. This statutory guidance replaces the Sex and Relationship Guidance 2000 and will be reviewed two years from September 2020 and every two years after that point.

Additional Key Guidance Documents

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

Sample Withdrawal Letter

Blank Withdrawal Letter

Staff Questionnaire (initial)

Staff Questionnaire (ongoing)

Pupil Questionnaire (initial)

Pupil Questionnaire (ongoing)

Parent Invitation Letters

(meeting prior extended REGU and Health Education sessions)

Parent Information Letter

Overview PSHE / REGU / Health Education Lessons



Cavendish

PRIMARY SCHOOL

SAMPLE

Parent Form:

Withdrawal from Sex Education within REGU

TO BE COMPLETED BY THE PARENT/CARER			
Name of Child	<i>Joe Bloggs</i>	Class	<i>Year 5</i>
Name of Parent	<i>Fred Bloggs</i>	Date	<i>01/07/2021</i>
Reason for withdrawing from non-statutory sex education within REGU and Health Education	<i>I wish to withdraw my son Joe from the non-statutory components of REGU. Having viewed the teaching materials, my wife and I believe that Joe is too young to learn about reproduction of humans in such detail at this moment in time. We understand that he will be learning the biological aspects of reproduction in mammals during science lessons.</i>		
Signature Parent/Carer			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parent/carers	<i>Joe Bloggs will not be taking part in the non-statutory Sex Education lessons. His parents consider these lessons inappropriate with regards to Joe's immaturity to deal with the content at this time. They understand that Joe will need to take part in all lessons that form part of the statutory Relationships and Health Education, and science lessons. During Sex Education sessions, Joe will be working independently on a project in a different classroom.</i>
Signature Head of School	



Cavendish

PRIMARY SCHOOL

Parent Form:

Withdrawal from Sex Education within REGU

TO BE COMPLETED BY THE PARENT/CARER			
Name of Child		Class	
Name of Parent		Date	
Reason for withdrawing from non-statutory sex education within REGU and Health Education			
Signature Parent/Carer			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parent/carer	
Signature Head of School	



Cavendish

PRIMARY SCHOOL

Staff Questionnaire (initial):

PSHE

Please complete this questionnaire as honestly as you can. Your honesty will help us to assess how well we are doing as a school with teaching PSHE/REGU/Health Education and identify the areas that may need development. It will also help us target our timetabling and support/CPD more efficiently.

You do not need to write your name on the form if you wish to stay anonymous.

Please circle/highlight the statement that best answers the question for you. Some questions will require a written answer.

Question				
How often do you teach planned PSHE lessons?	Once a week	Once a fortnight	1-2 times a term	Rarely
How often do you carry out spontaneous PSHE actions to respond to issues that arise in class or the wider school environment?	Once a week or more	Once a fortnight	1-2 times a term	Rarely
If you are not teaching much PSHE, what causes this?				
How important do you think it is to teach PSHE?	Very	Quite	Not very	Not at all
Do you feel confident teaching PSHE?	Very	Quite	Not very	Not at all
Have you noticed a positive impact on children's behaviour, attitude and learning as a result of PSHE lessons?	A lot	Quite	Not much	Not at all
What other subjects/topics have you taught this year that had a link to PSHE?				
What do you view to be the main benefits of teaching PSHE to the children across the school?				
What areas of PSHE have you become more confident in during the last year?				
What areas of PSHE would you like more support with?				
Do you have any comments on the draft PSHE/REGU/Health Education?				
Any other comment/questions?				



Cavendish

PRIMARY SCHOOL

Staff Questionnaire (ongoing):

PSHE / REGU / Health Education

Please complete this questionnaire as honestly as you can. Your honesty will help us to assess how well we are doing as a school with teaching PSHE/REGU/Health Education and identify the areas that may need development. It will also help us target our timetabling and support/CPD more efficiently.

You do not need to write your name on the form if you wish to stay anonymous.

Please circle/highlight the statement that best answers the question for you. Some questions will require a written answer.

Question				
How often do you teach planned PSHE/REGU/Health Education lessons?	Once a week	Once a fortnight	1-2 times a term	Rarely
How often do you carry out spontaneous PSHE/REGU/Health Education actions to respond to issues that arise in class or the wider school environment?	Once a week or more	Once a fortnight	1-2 times a term	Rarely
If you are not teaching much PSHE/REGU/Health Education, what causes this?				
How important do you think it is to teach PSHE/REGU/Health Education?	Very	Quite	Not very	Not at all
Do you feel confident teaching PSHE/REGU/Health Education?	Very	Quite	Not very	Not at all
Have you noticed a positive impact on children's behaviour, attitude and learning as a result of PSHE/REGU/Health Education lessons?	A lot	Quite	Not much	Not at all
What other subjects/topics have you taught this year that had a link to PSHE/REGU/Health Education?				
What do you view to be the main benefits of teaching PSHE/REGU/Health Education to the children across the school?				
What areas of PSHE/REGU/Health Education have you become more confident in during the last year?				
What areas of PSHE/REGU/Health Education would you like more support with?				
Any other comment/questions?				



Cavendish

PRIMARY SCHOOL

Pupil Questionnaire (initial):

PSHE

Please complete this questionnaire as honestly as you can. Your honesty will help us to assess how well we are doing as a school with teaching PSHE and how we can improve.

You do not need to write your name on the form if you wish to stay anonymous, but you can if you want to.

Please circle/highlight the statement that best answers the question for you.
Some questions will require a written answer.

Question				
How often do you normally have PSHE/REGU/Health Education lessons?	Once a week	Once a fortnight	1-2 times a term	Rarely
What do you learn about in PSHE/REGU/Health Education lessons?				
How often do you have extra PSHE/REGU/Health Education lessons because something has happened?	Once a week or more	Once a fortnight	1-2 times a term	Rarely
Do you have PSHE/REGU/Health Education lessons when there are special weeks? Give examples.				
How important do you think are PSHE/REGU/Health Education lessons?	Very	Quite	Not very	Not at all
Why important/why not important?				
Are behaviour, attitudes and learning better as a result of PSHE/REGU/Health Education lessons?				
What other subjects/topics have you learnt about this year that had a link to PSHE/REGU/Health Education?				
Are assemblies important for PSHE/REGU/Health Education? How/why?				
What would you like to learn about more in PSHE/REGU/Health Education?				
Y4 to 6 only: When you are taught about your body developing, what is important to you?				
Any other comments/questions about PSHE/REGU/Health Education? e.g. What could the school improve on?				



Cavendish

PRIMARY SCHOOL

Pupil Questionnaire (ongoing):

PSHE / REGU / Health Education

Please complete this questionnaire as honestly as you can. Your honesty will help us to assess how well we are doing as a school with teaching PSHE and how we can improve.

You do not need to write your name on the form if you wish to stay anonymous, but you can if you want to.

Please circle/highlight the statement that best answers the question for you.
Some questions will require a written answer.

Question				
How often do you normally have PSHE lessons?	Once a week	Once a fortnight	1-2 times a term	Rarely
What do you learn about in PSHE lessons?				
How often do you have extra PSHE lessons because something has happened?	Once a week or more	Once a fortnight	1-2 times a term	Rarely
Do you have PSHE lessons when there are special weeks? Give examples.				
How important do you think are PSHE lessons?	Very	Quite	Not very	Not at all
Why important/why not important?				
Are behaviour, attitudes and learning better as a result of PSHE lessons?				
What other subjects/topics have you learnt about this year that had a link to PSHE?				
Are assemblies important for PSHE? How/why?				
What would you like to learn about more in PSHE?				
When you are taught about your body growing/developing, what is important to you?				
Any other comments/questions about PSHE? e.g. What could the school improve on?				



Cavendish

PRIMARY SCHOOL

IN A NUTSHELL:

Relationships and Health Education

From September 2020, the Department of Education have introduced some changes to the way Relationships and Health Education must be taught to school children within in the curriculum. Below is some information for parents and carers about how Cavendish School is planning to bring in these changes.

What is Relationships and Health Education and why is it important?

Effective Relationships and Health Education ensures that all children know and understand how to keep themselves safe, helps children understand appropriate and inappropriate touch, teaches children how to maintain and develop healthy relationships and prepares children for puberty. It teaches children how to name parts of their body, understand which parts are private and develops key assertiveness skills which help children protect themselves. The sex education part is mainly aimed at secondary schools – the changes at Cavendish will be mainly around how our children are taught about human relationships, respect and kindness, growing up, puberty and how to stay safe. Some elements of reproduction in humans will be taught in parallel with the Y5 and Y6 science curriculum.

How is Cavendish planning to deliver Relationships and Health Education in the curriculum from September 2020?

At Cavendish, the teachers and school governors have seen the statutory changes as an opportunity to further develop the Personal, Social, Health and Economic Education (PSHE) curriculum in its entirety throughout the school. From September 2020, we will be using a popular educational scheme of works called *Jigsaw PSHE* to deliver most PSHE lessons. Details are available at: www.jigsawpshe.com.

On the following pages, you find a summary guide showing what we will teach the children as part of PSHE, Relationships and Health Education (at Cavendish referred to as REGU *Relationships Education and Growing Up* / Health Education) and in what terms the lessons will be taught. Overarching themes are: families and people who care for me, caring friendships, respectful relationships, online relationships and being safe. The programme also includes: healthy eating, physical health and fitness, mental wellbeing, preventing ill-health, tobacco, alcohol and drugs, and growing up. REGU / Health Education lessons will be taught throughout the school year with a focus on bodies and growing up in the second summer half term (*Changing Me*).

Do I have a right to withdraw my child from lessons?

The Department of Education guidance states that parents do have a right to withdraw their primary school child from some aspects of sex education, although not the modules that are taught as part of the national science curriculum (basically how our bodies work). At Cavendish, we have chosen to include basic non-statutory aspects of sex education for children in the last half term. Parents are always informed in advance when these sessions are to take place, so they have an opportunity to discuss the content with the class teacher and view the teaching resources to be used.

Is there an official school policy?

In this context, on Cavendish's website, there are two policy documents published: the overarching *PSHE Policy* and the supplementary *REGU (Relationships Education and Growing Up) / Health Education Policy* which provide further detail.

Who can I speak to if I have questions or concerns?

In the first instance, please make an appointment with your child's class teacher. You can also contact the PSHE lead (Andrea Glucker) and/or the Head of School (Anna Coleman).

(additional whole school: *Anti-bullying Week*)

Year Group	Key Puzzle Points	
	<i>BEING ME IN MY WORLD</i> Autumn Term 1	<i>CELEBRATING DIFFERENCE</i> Autumn Term 2
Reception	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself
Year 1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone
Year 2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends
Year 3	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments
Year 4	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions
Year 5	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures
Year 6	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy

Overview PSHE / REGU / Health Education Lessons:

Spring Term

(additional whole school: *Internet Safety Week* and *Mental Health Week*)

Year Group	Key Puzzle Points	
	DREAMS AND GOALS Spring Term 1	HEALTHY ME Spring Term 2
Reception	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety
Year 1	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness
Year 2	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food
Year 3	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices
Year 4	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength
Year 5	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour
Year 6	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress

Overview PSHE / REGU / Health Education Lessons:

Summer Term

(The *Changing Me* Puzzle contains lessons with elements of RSE, see REGU Annex)

Year Group	Key Puzzle Points	
	RELATIONSHIPS Summer Term 1	CHANGING ME Summer Term 2
Reception	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Year 1	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Year 2	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Year 3	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Year 4 <i>*Cavendish addition to Jigsaw PSHE programme</i>	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby <i>*Changes in Puberty</i> Girls and puberty (<i>taught to girls only</i>) Confidence in change Accepting change Preparing for transition Environmental change
Year 5 <i>*Cavendish additions to Jigsaw PSHE programme</i>	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty, incl menstruation (girls and boys) <i>*Menstruation in detail (taught to girls only)</i> Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Year 6	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition