



## **PERSONAL, SOCIAL AND HEALTH EDUCATION and RELATIONSHIPS AND SEXUAL EDUCATION POLICY**

**Review date:** July 2025

**Latest review date:** July 2026

**Staff responsible:** Florence Clayton (Assistant Head Pastoral, SENCo & DSL)

**Chair of Governors:** Mark Taylor

This policy should be read in conjunction with the following policies:

- *St Michael's Safeguarding and Child Protection Policy*
- *St Michael's Equal Opportunities for Pupils Policy*
- *St Michael's Pastoral Care Policy*
- *The Science curriculum (Long Term Plans)*
- *Children and Social Work Act 2017 (Gov UK)*
- *Keeping Children Safe in Education 2025 (Gov, UK)*
- *Relationships and Sex Education and RSE and Health Education (DFE, 2025)*
- *Equality Act 2010 (Gov UK)*
- *SMSC requirements for independent schools (Gov UK)*

### Rights Respecting School policy statement

Our school's vision and values have at their heart the importance of treating each other as we would want to be treated ourselves. This is one of the reasons why the work of UNICEF and Rights Respecting Schools is so significant to us. We are committed to respecting, upholding and promoting the rights of every child. This policy links specifically to our commitment to the following articles:

- *Article 2 - No discrimination*
- *Article 3 - Best interests of the child*
- *Article 4 - Making rights real*
- *Article 5 - Family guidance as children develop*
- *Article 12- Respect for children's views*
- *Article 13 - Freedom of expression*
- *Article 14 - Freedom of thought and religion*
- *Article 17 - Access to information*
- *Article 24 - Health, Water, Food, Environment*
- *Article 29 - Aims of education*

### **Contents**



Section 1: Personal, Social and Health Education (PSHE)	Page 3
Section 2: Relationships and Sex Education (RSE)	Page 4
Section 3: Delivery of PSHE and RSE at St Michael's	Page 7
Section 4: Other	Page 19
Appendix	Page 20

### **Context**

*All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the [Education Act 2002](#) and the [Academies Act 2010](#), a PSHE curriculum:*

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life*

*This policy meets the requirement that schools publish a Relationships and Sex Education policy and does this within the wider context of Personal, Social and Health Education.*

### **SECTION 1: PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)**

Personal, Social and Health Education at St Michael's can be seen in many areas of school



life and is the responsibility of all teaching staff. It is not simply the concern of the form teacher, but all staff who have contact with the children. Indeed the ethos and atmosphere within the school created by the Head, staff and the children themselves aims to produce a caring community that is sensitive to the needs of all, and encourages the pupils' social, moral, spiritual and cultural development through the whole curriculum and whole school experience. Through the PSHE curriculum, we aim to give pupils the skills, knowledge and understanding to lead confident, healthy, independent lives and to become caring, informed, active and responsible citizens of the school community and their local communities, whilst developing their well-being, self-belief and confidence through a variety of activities and discussions.

The Department for Education (DfE) specified as part of its national curriculum guidance that "all schools should make provision for PSHE". At St Michael's School, we have chosen to embed compulsory Relationships and Sex Education content within the wider framework of Personal, Social and Health Education. Our PSHE curriculum covers all aspects of Relationships and Sex Education in an age appropriate way across our Pre-Prep, Junior and Senior school. At the heart of our provision is a focus on keeping children safe, and we ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum. The PSHE programme complements the existing academic curriculum content without duplication and regular feedback from teachers is used to help assess the impact and effectiveness of the PSHE delivery. All subjects covered are set within the context of a wider whole-school approach to supporting pupils to have a good sense of self and be prepared for life beyond school.

We have chosen The Jigsaw Programme as this offers us a comprehensive, carefully thought-through Scheme of Work, which brings consistency and progression to our children's learning in this vital curriculum area. Jigsaw also supports the personal development of our pupils, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

## **SECTION 2: RELATIONSHIPS AND SEX EDUCATION (RSE)**



The Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the [Children and Social Work Act 2017](#) make Relationships Education compulsory for all pupils receiving primary education and Relationship and Sex Education (RSE) compulsory for all pupils receiving secondary education. The Department for Education introduced a statutory duty for all schools in England to teach Relationships Education for primary pupils and RSE for secondary pupils from September 2020. St Michael's RSE provides high quality, evidence-based and age-appropriate lessons incorporated into PSHE and works in tandem with Science, the aim being to prepare pupils for the opportunities, responsibilities and experiences of adult life. They also facilitate the promotion of the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

In order to embrace the challenges of creating a happy and successful adult life, St Michael's pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. RSE supports young people in developing resilience, to know how and when to ask for help, and to know where to access support.

In teaching RSE, we ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect. Compliance with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics, is ensured.

In line with the Department for Education's guidance on sexual violence and sexual harassment between children in schools, we are committed to minimising the risk of such incidents occurring and responding appropriately when they do occur or are alleged to have occurred. The guidance makes it explicitly clear that sexual violence and sexual harassment are not acceptable, will never be tolerated, and are not an inevitable part of growing up. This message is further reinforced through our Relationships and Sex Education (RSE) programme.

There is a range of teaching and learning styles, which may be employed in the RSE programme, but much of sex education is also concerned with values, attitudes and behaviour. The climate of the teaching environment will be such that pupils feel able to discuss sensitive issues without embarrassment and to respond to each other sensitively with a consideration and tolerant approach. The negotiation of ground rules as to what is acceptable within the classroom is recommended as is a discussion of confidentiality and the limits of any such confidentiality. It is also important that young people are shown respect for personal privacy and are given the 'right to pass' if they do not wish to discuss a particular topic that is especially sensitive for them. The broad course has been developed, taught and organised in mixed groups, so that sex education is not further isolated within the whole curriculum. It is important that boys and girls are encouraged to communicate with each other and so develop understanding and empathy for alternative points of view. However, it may be necessary to create opportunities for single gender group work to address the different needs of girls and boys.

#### Compulsory aspects of RSE



The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools. In maintained secondary schools it is also compulsory for pupils to have sex education that includes HIV and AIDS and other sexually transmitted infections. All state-funded schools must have 'due regard' to the Secretary of State's guidance on RSE (DfEE, 2000). We follow these guidelines as closely as possible.

This states that:

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes'
- Children should learn 'how a baby is conceived and born' before they leave primary school

The Learning and Skills Act (2000) and the model funding agreements for academies and free schools require that state-funded schools ensure that within sex education children 'learn the nature of marriage and its importance for family life and the bringing up of children', and 'are protected from teaching and materials which are inappropriate'. The guidance includes some specific information about meeting the needs of young people, whatever their sexuality, including boys and girls and those with special educational needs. It also has advice about addressing specific issues in RSE such as menstruation, contraception, safer sex and abortion.

### Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b).

### Answering Difficult Questions

The teaching of RSE will often bring up difficult questions. Children will ask teachers and other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. These questions should not go unanswered given the ease of access to the internet and inappropriate sources of information. Teachers may require support and training in answering questions that are better not dealt with in front of a whole class. An open door policy from the leadership team and the continuous feedback to and from the Assistant Head Pastoral allows for the handling of difficult questions and deals with the teacher's capacity to do so.

Working with external agencies can enhance the delivery of PSHE subjects and bring specialist knowledge and new ways of engagement. All visitors or visiting organisations credentials are checked by the member of staff organising the session, as is the content of the visitors' teaching session. The use of visitors is used to enhance rather than replace existing teaching. Pupils will also be given the opportunity to ask questions anonymously, and the manner in which this is facilitated is dictated by the member of staff in charge of the session.



### Working with parents and carers

PSHE and RSE education is a partnership between schools and parents and carers. An important part of providing a high quality programme is engaging with parents about the content. St Michael's School has an excellent open dialogue between parents and teachers and this is used to communicate regarding RSE education. Ahead of Awareness weeks, parents are sent correspondence home with FAQs and advice on how to talk to young people about relationships and sex at home.

### Parental Right to Withdraw

From September 2020, parents are not able to withdraw their child from any aspect of Relationships or Health Education. However, parents will be able to withdraw their child (following a discussion with the school) from any or all aspects of Sex Education, other than those which are part of the Science curriculum. Where pupils are withdrawn from Sex Education, the parents/carers receive a phone call to discuss why they wish to withdraw and if/how they will compensate for lost learning and lack of understanding around missed topics. The process is documented and the child receives alternative purposeful tuition in a separate space, during the period of withdrawal. Please see below for details on specific sessions/lessons and how to withdraw your child if you wish to. Parents should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

## **SECTION 3: DELIVERY OF PSHE AND RSE AT ST MICHAEL'S**



### Whole-school approach

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to children's needs. This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported. The Jigsaw Programme covers all areas of PSHE from EYFS up to Shell, including statutory RSE and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

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



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

The allocated teaching slots for PSHE vary per Year Group, but the explicit lessons are reinforced and enhanced in many ways:

- Weekly Assemblies
- Praise and reward system
- Through relationships pupil to pupil, adult to pupil and adult to adult across the school
- We aim to “live” what is learnt and apply it to everyday situations in the school community
- Form tutor support
- Awareness weeks throughout the year
- Our School Council, “The Pupil Voice”
- Y5 - Shell activity weeks in the Lent Term
- Fundraising events
- Planned visits out of school and visitors into school
- Drama based activities
- Cross curricular links
- Through our Zones of Regulation programme

#### Early Years Foundation Stage (EYFS)

The EYFS Statutory Framework 2021, states that children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. St Michael’s believes in providing strong, warm and supportive relationships with adults to enable children to learn how to understand their own feelings and those of others. At St Michael’s children are supported to manage emotions, develop a positive sense of self, set themselves simple goals and to have confidence in their own abilities. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. The PSHE curriculum in Early Years is ongoing throughout the whole day.

RSE: Children are encouraged to think about how they will change from being a baby, to toddler to adult. They will learn about the main parts of the body and how they function.





### Pre-Prep (Years 1 and 2)

PSHE: The children are class taught and the Form Teacher has the most important role in the development of the whole child. The skills and attitudes that the children develop and the knowledge they acquire are ongoing throughout the whole day, and there is also a weekly timetabled PSHE lesson. Please see the appendix for the content covered in PSHE in these Year Groups.

RSE: We have opted to teach the Jigsaw RSE curriculum down a year in Years 1 and 2. This means that our Year 2 pupils will cover the RSE content for Year 1 and our Year 1 pupils will cover the Reception Changing Me curriculum. Additional explanation of the discussion points within each lesson of the Changing Me piece will be sent to parents ahead of teaching.

The grid below shows specific RSE learning intentions for each year group in the “Changing Me” puzzle.

Year Group	RSE learning intentions “Pupils will be able to...”
1	Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.
2	Children are introduced to life cycles, e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult, e.g. getting taller, learning to walk, etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.

### Juniors and Lower Senior School (Years 3 - 6)

PSHE: The children are class taught and the Form Teacher has the most important role in



the development of the whole child. The skills and attitudes that the children develop and the knowledge they acquire are ongoing throughout the whole day, and there is also a weekly timetabled PSHE lesson. Please see the appendix for the content covered in PSHE in these Year Groups.

RSE: We have opted to teach the Jigsaw RSE curriculum down a year in Years 3 and 4. This means that our Year 3 pupils will cover the RSE content for Year 2 and our Year 4 pupils will cover the RSE content for Year 3. Once the pupils get to Year 5, they will follow the usual scheme of work for their Year Group, but the Year 4 human life cycle knowledge is covered in their Science curriculum (in the Trinity Term). At St Michael's School, we believe children should understand the facts about human reproduction before they leave Year 6. We define Sex Education as understanding the process of human reproduction.

Puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit), and we conclude from the DFE Guidance that sex education refers to Human Reproduction. In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, children will be taught this during their science lessons. As this is a statutory part of the science curriculum, parents do not have the right to withdraw their child(ren) from these lessons. We will also teach sex education through the Changing Me puzzle of our Jigsaw curriculum and parents do have the right to request that their child be withdrawn from lessons, which specifically teach human reproduction. We will inform parents of the lesson structure and content and their right to withdraw their child. The nature of the Changing Me unit is shared with parents in the transition meetings from Years 2 to 3 and Years 3 to 4. Parents of pupils in the Senior school are advised about this teaching in a letter home, prior to the Trinity Term.

Years 5, 6 and 7 may also have additional input from the YouMatter charity through a variety of workshops throughout the year. The content of these workshops is always shared with parents prior to them taking place.

The grid below shows specific RSE learning intentions for each Year Group in the "Changing Me" puzzle.

Year group	RSE Learning Intentions
Year 3 Trinity Term	In this Puzzle, children compare different life cycles in nature, including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of



	strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.
Year 4 Trinity Term	This Puzzle begins learning about babies and what they need to grow and develop including parenting. Children are taught that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. Children first look at the outside body changes in males and females. They learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grown-up. Inside body changes are also taught. Children learn that females have eggs (ova) in their ovaries and these are released monthly. If unfertilised by a male's sperm, it passes out of the body as a period. Sexual intercourse and the birth of the baby are not taught in this year group. Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.
Year 5 Trinity Term (Right to parental withdrawal)	In this Puzzle the children revisit self-esteem and self/body-image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited with further detail explaining bodily changes in males and females. Sexual intercourse is explained alongside the Science curriculum. Children are encouraged to ask questions and seek clarification about anything they don't understand. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanations about alternative ways of conception e.g. IVF. Children learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also look at the perceptions that surround teenagers and reflect whether they are always accurate e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend etc.
Year 6 Trinity Term	In this Puzzle the classes learn about puberty in boys and girls and the changes that will happen – they reflect



(Right to parental withdrawal)	on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They talk about being physically attracted to someone and the effect this can have upon the relationship. They discuss relationships and the importance of mutual respect and not pressuring / being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it.
Year 7 Trinity Term (Right to parental withdrawal)	In this Puzzle the classes will learn about puberty changes, reproduction facts, menstrual cycles, responsibilities of parenthood, IVF, types of committed relationships, media and self-esteem, brain changes in puberty, factors affecting mood and how to seek support.
Shell Trinity Term (Right to parental withdrawal)	In this Puzzle, classes will learn about healthy relationships, power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, age of consent, family planning, consequences of unprotected sex, STIs, support and advice services.  Shell will also have a workshop with Brook Jersey on sexual health.

Year 5 and 6 will also have some sessions with our school nurse on menstrual cycles.

### Year 8

**PSHE:** Year 8 have a PSHE syllabus that permeates the whole of their school timetable and experiences, which includes sports education, the activities curriculum, visiting educators (such as YouMatter), awareness weeks, PSHE focus days and assemblies.

**RSE:** There is a very close link between PSHE and RS, particularly in the Common Entrance RS syllabus 'contemporary issues' section. Years 8 and Shell also have an awareness week in the Trinity Term.

[The DfE guidance 2019](#) integrates Relationships and Sex Education at secondary school level (upper senior school). Most of the DfE outcomes relating to Sex Education sit within the 'Intimate and sexual relationships, including sexual health' section of the guidance and include aspects like:



- the facts about reproductive health (which is not already covered in the Science curriculum)
- the facts about the full range of contraceptive choices
- how the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted
- how to get further advice
- consent and the law

*DfE Guidance page 29*

At St Michael's, we agree with the Sex Education Forum definition of Sex Education (as above). The Jigsaw PSHE Programme also reflects this, making it possible for us to identify which lessons specifically address these aspects of learning, thereby making it straightforward for us to communicate this to parents/carers in relation to their right to request to withdraw their children from Sex Education.

**If your child is in Years 5, 6, 7 or Shell and you wish for your child to be withdrawn from any of the sessions highlighted above, please do get in touch with Mrs Florence Clayton ([ffc@stmichaels.je](mailto:ffc@stmichaels.je)).**

## **SECTION 4: OTHER**

### Making RSE accessible

RSE sessions will continue to be planned with great sensitivity shown to all pupils, so that those pupils with additional learning needs feel included and supported within the sessions. Where necessary, further support and guidance will be taken from the school's



SEND department so that the content can be made accessible to suit individual SEND needs. Distancing techniques, including stories and role-plays may be implemented to further support different learning styles.

### Safeguarding

Should there be a disclosure of a child protection issue, then the member of staff in charge of the session should immediately consult our designated safeguarding lead, as per our Safeguarding and Child Protection Policy. Visiting speakers will be asked to read our Safeguarding quick guide when signing in at the office.

### The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'The Jigsaw Charter' is agreed to at the beginning of the year and is reinforced in every Piece. It needs to include the aspects below:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

### Monitoring and Review

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments.

## **APPENDIX** - PSHE long term plans for each year group

### **Early Years**

#### Michaelmas - Being Me In My World and Celebrating Difference



In the first half term, the children learn about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children learn about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children learn what it means to be responsible.

In the second half term, children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They discuss being different and how that makes everyone special but also recognise that we are the same in some ways. The children share their experiences of their homes and are asked to explain why it is special to them. They learn about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.

#### Lent - Dreams and Goals and Healthy Me

In the first half of this term, the children consider challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.

In the second half of this term, the children learn about their bodies: the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss 'stranger danger' and what they should do if approached by someone they don't know.

#### Trinity - Relationships and Changing Me

In the first half of this term, children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also practise Jigsaw's Calm Me and how they can use this when feeling upset or angry.

In the second half of this term, children are encouraged to think about how they will change from being a baby, to toddler to adult. They will learn about the main parts of the body and how they function.

#### Year 1:





### Michaelmas - Being Me In My World and Celebrating Difference

In the first half term, the children are introduced to their Jigsaw Journals and discuss their Jigsaw Charter. As part of this, they discuss rights and responsibilities, and choices and consequences. The children learn about being special and how to make everyone feel safe in their class as well as recognising their own safety.

In the second half term, the children explore the similarities and differences between people and how these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children discuss friendship, how to make friends and that it is OK to have differences/be different from their friends. The children also discuss being nice to and looking after other children who might be being bullied.

### Lent - Dreams and Goals and Healthy Me

In the first half of this term, the children talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.

In the second half of this term, the children learn about healthy and less healthy choices and how these choices make them feel. They explore hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety, and about people who can help them to stay safe.

### Trinity - Relationships and Changing Me

In the first half of this term, children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the lessons on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.

In the second half of this term, children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.





## **Year 2:**

### **Michaelmas - Being Me In My World and Celebrating Difference**

In the first half of this term, the children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They learn about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children learn about choices and the consequences of making different choices, set up their Jigsaw Journals and make the Jigsaw Charter.

In the second half of this term, the children learn about recognising gender stereotypes, that boys and girls can have differences and similarities and that is OK. They explore how children can be bullied because they are different, that this shouldn't happen and how they can support a classmate who is being bullied. The children share feelings associated with bullying and how and where to get help. They explore similarities and differences and that it is OK for friends to have differences without it affecting their friendship.

### **Lent - Dreams and Goals and Healthy Me**

In the first half of this term, the children explore setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their strengths as a learner. The children consider group work and reflect on with whom they work well and with whom they don't. They also reflect on sharing success with other people.

In the second half of this term, the children learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children consider what makes them feel relaxed and stressed. They learn about medicines, how they work and how to use them safely. The children make healthy snacks and discuss why they are good for their bodies.

### **Trinity - Relationships and Changing Me**

In the first half of this term, pupils' learning about family relationships widens to include roles and responsibilities in a family and the importance of cooperation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve it together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types



of secrets, and why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also learn about people who can help them if they are worried or scared.

In the second half of this term, children are introduced to life cycles, e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult, e.g. getting taller, learning to walk, etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body. They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.

### **Year 3:**

#### **Michaelmas - Being Me In My World and Celebrating Difference**

In the first half of this term, the children learn to recognise their self-worth and identify positive things about themselves and their achievements. They discuss new challenges and how to face them with appropriate positivity. The children learn about the need for rules and how these relate to rights and responsibilities. They explore choices and consequences, working collaboratively and seeing things from other people's points of view. The children learn about different feelings and the ability to recognise these feelings in themselves and others. They set up their Jigsaw Journals and establish the Jigsaw Charter.

In the second half of this term, the children learn about families, that they are all different and that sometimes they fall out with each other. The children practise methods to calm themselves down and discuss the 'Solve it together' technique. The children revisit the topic of bullying and discuss being a witness (bystander); they discover how a witness has choices and how these choices can affect the bullying that is taking place. The children also talk about using problem-solving techniques in bullying situations. They discuss name-calling and practise choosing not to use hurtful words. They also learn about giving and receiving compliments and the feelings associated with this.

#### **Lent - Dreams and Goals and Healthy Me**

In the first half of this term, the children look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories. The children identify their own dreams and ambitions and discuss how it will feel when they



achieve them. They discuss facing learning challenges and identify their own strategies for overcoming these. The children consider obstacles that might stop them from achieving their goals and how to overcome these. They reflect on their progress and successes and identify what they could do better next time.

In the second half of this term, the children learn about the importance of exercise and how it helps your body to stay healthy. They also learn about their heart and lungs, what they do and how they are very important. The children discover facts about calories, fat and sugar; they discuss what each of these are and how the amount they consume can affect their health. The children learn about different types of drugs, the ones you take to make you better, as well as other drugs. The children consider things, places and people that are dangerous and link this to strategies for keeping themselves safe.

#### Trinity - Relationships and Changing Me

In the first half of this term, children revisit family relationships and identify the different expectations and roles that exist within the family home. They identify why stereotypes can be unfair and may not be accurate. They also look at careers and why stereotypes can be unfair in this context. They learn that families should be founded on love, respect, appreciation, trust and cooperation. Children are reminded about the Solve it together technique for negotiating conflict situations and the concept of a win-win outcome is introduced. Online relationships through gaming and apps are explored and children are introduced to some rules for staying safe online. Children also learn that they are part of a global community and they are connected to others they don't know in many ways, e.g. through global trade. They investigate the wants and needs of other children who are less fortunate and compare these with their own. Children's universal rights are also revisited.

In the second half of this term, children compare different life cycles in nature, including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body. They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.

#### Year 4:

#### Michaelmas - Being Me In My World and Celebrating Difference



In the first half of this term, the children explore being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy, what its purpose is and how it works. The children learn about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also learn about considering other people's feelings. They refresh their Jigsaw Charter and set up their Jigsaw Journals.

In the second half of this term, the children consider the concept of judging people by their appearance, of first impressions and of what influences their thinking on what is normal. They explore more about bullying, including online bullying and what to do if they suspect or know that it is taking place. They discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. The children share their own uniqueness and what is special about themselves. They talk about first impressions and when their own first impressions of someone have changed.

#### Lent - Dreams and Goals and Healthy Me

In the first half of this term, the children consider their hopes and dreams. They discuss how it feels when dreams don't come true and how to cope with/overcome feelings of disappointment. The children discuss making new plans and setting new goals even if they have been disappointed. The class explores group work and overcoming challenges together. They reflect on their successes and the feelings associated with overcoming a challenge.

In the second half of this term, the children look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and what role they play. The children reflect on their friendships, how different people make them feel and which friends they value the most. The children also learn about smoking and its effects on health; they do the same with alcohol and then look at the reasons why people might drink or smoke. Finally, they learn about peer pressure and how to deal with it successfully.

#### Trinity - Relationships and Changing Me

In the first half of this term, learning starts focussing on the emotional aspects of relationships and friendships. With this in mind, children explore jealousy and loss/bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is natural in relationships and they will experience (or may have already experienced) some of these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Children are taught that relationship endings can be amicable.



In the second half of this term, children will learn about babies and what they need to grow and develop including parenting. Children are taught that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. Children first look at the outside body changes in males and females. They learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grown-up. Inside body changes are also taught. Children learn that females have eggs (ova) in their ovaries and these are released monthly. Sexual intercourse and the birth of the baby are not taught in this year group. Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.

### **Year 5:**

#### **Michaelmas - Being Me In My World and Celebrating Difference**

In the first half of this term, the children think and plan for the year ahead, goals they could set for themselves as well as the challenges they may face. They explore their rights and responsibilities as a member of their class, school, wider community and the country they live in. The children learn about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also learn about democracy, how it benefits the school and how they can contribute towards it. They revisit the Jigsaw Charter and set up their Jigsaw Journals.

In the second half of this term, the children explore culture and cultural differences. They link this to racism, debating what it is and how to be aware of their own feelings towards people from different cultures. They revisit the topic of bullying and discuss rumour spreading and name-calling. The children learn that there are direct and indirect ways of bullying as well as ways to encourage children to not use bullying behaviours. The children consider happiness regardless of material wealth and respecting other people's cultures.

#### **Lent - Dreams and Goals and Healthy Me**

In the first half of this term, the children share their dreams and goals and how they might need money to help them achieve them. They consider jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. The children look at the similarities and differences between themselves (and their dreams and goals) and someone from a different culture.

In the second half of this term, the children investigate the risks associated with smoking and how it affects the lungs, liver and heart. Likewise, they learn about the risks associated with alcohol misuse. They are taught a range of basic first aid and emergency procedures (including the recovery position) and learn how to contact the emergency services when needed. The children investigate how body types are portrayed in the media, social media



and celebrity culture. They also learn about eating disorders and people's relationships with food and how this can be linked to negative body image pressures.

### Trinity - Relationships and Changing Me

In the first half of this term, children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as offline, as mental health can be damaged by excessive comparison with others. This leads onto a series of lessons that allow the children to investigate and reflect upon a variety of positive and negative online/social media contexts including gaming and social networking. They learn about age-limits and also age-appropriateness. Within these lessons, children are taught the SMARRT internet safety rules and they apply these in different situations. Risk, pressure and influences are revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe. Children are taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited with an angle on technology use. Screen time is also discussed and children find ways to reduce their own screen time. This Puzzle aims to help children to be more discerning when viewing anything online or on social media.

In the second half of this term, the children discuss self-esteem, self-image and body image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Elements of the Year 4 RSE curriculum are covered, including puberty being revisited in further detail, explaining bodily changes in males and females. Conception and sexual intercourse are introduced, alongside their Science curriculum. Children are encouraged to ask questions and seek clarification about anything they don't understand. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception, e.g. IVF. Children learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also consider the perceptions that surround teenagers and reflect whether they are always accurate, e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend, etc.

### Year 6:

#### Michaelmas - Being Me In My World and Celebrating Difference

In the first half of this term, the children discuss their year ahead, they learn to set goals and discuss their fears and worries about the future. The children learn about the United Nations



Convention on the Rights of the Child and that these are not met for all children worldwide. They discuss their choices and actions and how these can have far-reaching effects, locally and globally. The children learn about their own behaviour and how their choices can result in rewards and consequences and how they feel about this. They explore an individual's behaviour and the impact it can have on a group. They talk about democracy, how it benefits the school and how they can contribute towards it. They establish the Jigsaw Charter and set up their Jigsaw Journals.

In the second half of this term, the children discuss differences and similarities and that, for some people, being different is difficult. The children learn about bullying and how people can have power over others in a group. They discover strategies for dealing with this as well as wider bullying issues. The children learn about people with disabilities and look at specific examples of disabled people who have amazing lives and achievements.

#### Lent - Dreams and Goals and Healthy Me

In the first half of this term, the children share their own strengths and how they can stretch themselves further by setting challenging and realistic goals. They discuss the learning steps they will need to take as well as talking about how to stay motivated. The children reflect on various global issues and explore places where people may be suffering or living in difficult situations; whilst doing this, they reflect on their own emotions linked to this learning. The children also discover what they think their classmates like and admire about them, as well as working on giving others praise and compliments.

In the second half of this term, the children discuss taking responsibility for their own physical and emotional health and the choices linked to this. They learn about different types of drugs and the effects these can have on people's bodies. The children learn about exploitation as well as gang culture and the associated risks. They also learn about mental health/illness and that people have different attitudes towards this. They learn to recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed.

#### Trinity - Relationships and Changing Me

In the first half of this term, the children learn more about mental health and how to take care of their own mental well-being. They explore the grief cycle and its various stages, and discuss the different causes of grief and loss. The children learn about people who can try to control them or have power over them. They investigate online safety, learning how to judge if something is safe and helpful, as well as talking about communicating with friends and family in a positive and safe way.

In the second half of this term, the children learn about puberty in boys and girls and the changes that will happen; they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They explore what it means to be physically attracted to someone and the effect this can





have upon the relationship. They learn about different relationships and the importance of mutual respect and not pressuring/being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to future schools and what they are looking forward to/are worried about and how they can prepare themselves mentally.

### **Year 7:**

#### **Michaelmas - Being Me In My World and Celebrating Difference**

Jigsaw, the mindful approach to health and well-being, brings together Personal, Social, Health and Economic Education, emotional literacy, social skills, and mental health and resilience development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. The Jigsaw Programme is designed as a whole-school approach, with year groups working on the same theme (Puzzle) at the same time from age 3 through to age 16. Jigsaw 11-14 builds on the Jigsaw 3-11 Programme, offering a holistic PSHE learning journey spanning the pupil's school career, with a progressive, spiral curriculum that addresses real needs in a rapidly-changing world. The Jigsaw Approach is underpinned by mindfulness. Mindfulness practice enables them to observe their own thoughts and feelings, regulate them and make conscious decisions about their learning, behaviour and lives. It helps them to remain focused on the present moment and thrive in it, allaying and managing stress and anxiety. The inclusive philosophy will at times include Relationships and Sex Education (RSE). The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.

In the first half term, pupils will cover the following topics:

Unique me, differences & conflict, my influences, gateway emotions, belonging to a group, peer pressure, peer on peer abuse, online safety, sexting, consequences, online legislation.

In the second half term, pupils will cover the following topics:

Bullying, prejudice & discrimination (positive and negative), Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, assertiveness.

#### **Lent - Dreams and Goals and Healthy Me**

Jigsaw, the mindful approach to health and well-being, brings together Personal, Social, Health and Economic Education, emotional literacy, social skills, and mental health and resilience development in a comprehensive scheme of learning. Teaching strategies are





varied and are mindful of preferred learning styles and the need for differentiation. The Jigsaw Programme is designed as a whole-school approach, with year groups working on the same theme (Puzzle) at the same time from age 3 through to age 16. Jigsaw 11-14 builds on the Jigsaw 3-11 Programme, offering a holistic PSHE learning journey spanning the pupil's school career, with a progressive, spiral curriculum that addresses real needs in a rapidly-changing world. The Jigsaw Approach is underpinned by mindfulness. Mindfulness practice enables them to observe their own thoughts and feelings, regulate them and make conscious decisions about their learning, behaviour and lives. It helps them to remain focused on the present moment and thrive in it, allaying and managing stress and anxiety. The inclusive philosophy will at times include Relationships and Sex Education (RSE). The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.

In the first half of this term, pupils will cover the following topics:

Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, knives, exploitation, emergency first aid.

In the second half of this term, pupils will cover the following topics:

Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, legal consequences, nutrition, sleep, vaccination and immunisation, importance of information on making healthy choices.

### Trinity - Relationships and Changing Me

Jigsaw, the mindful approach to health and well-being, brings together Personal, Social, Health and Economic Education, emotional literacy, social skills, and mental health and resilience development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. The Jigsaw Programme is designed as a whole-school approach, with year groups working on the same theme (Puzzle) at the same time from age 3 through to age 16. Jigsaw 11-14 builds on the Jigsaw 3-11 Programme, offering a holistic PSHE learning journey spanning the pupil's school career, with a progressive, spiral curriculum that addresses real needs in a rapidly-changing world. The Jigsaw Approach is underpinned by mindfulness. Mindfulness practice enables them to observe their own thoughts and feelings, regulate them and make conscious decisions about their learning, behaviour and lives. It helps them to remain focused on the present moment and thrive in it, allaying and managing stress and anxiety. The inclusive philosophy will at times include Relationships and Sex Education (RSE). The aim of RSE is to give young people the information they need to help them



develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other types of committed relationships.

In the first half of this term, pupils will cover the following topics:

Characteristics of healthy relationships, consent, relationships and change, emotions within friendships, peer on peer abuse, rights and responsibilities, being discerning, assertiveness, sexting

In the second half of this term, pupils will cover the following topics:

Puberty changes, Reproduction facts, FGM, breast flattening/ironing, responsibilities of parenthood, IVF, types of committed relationships, media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support.

### **Shell:**

#### **Michaelmas - Being Me In My World and Celebrating Difference**

Jigsaw, the mindful approach to health and well-being, brings together Personal, Social, Health and Economic Education, emotional literacy, social skills, and mental health and resilience development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. The Jigsaw Programme is designed as a whole-school approach, with year groups working on the same theme (Puzzle) at the same time from age 3 through to age 16. Jigsaw 11-14 builds on the Jigsaw 3-11 Programme, offering a holistic PSHE learning journey spanning the pupil's school career, with a progressive, spiral curriculum that addresses real needs in a rapidly-changing world. The Jigsaw Approach is underpinned by mindfulness.

Mindfulness practice enables them to observe their own thoughts and feelings, regulate them and make conscious decisions about their learning, behaviour and lives. It helps them to remain focused on the present moment and thrive in it, allaying and managing stress and anxiety. The inclusive philosophy will at times include Relationships and Sex Education (RSE). The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other types of committed relationships.

In the first half of this term, the Shell pupils will cover the following topics:

Perceptions about intimate relationships, consent, sexual exploitation, peer approval, peer on peer abuse, grooming, radicalization, county lines, risky experimentation, positive and



negative self identity, groups, influences, social media, abuse and coercion, coercive control.

In the second half of this term, the Shell pupils will cover the following topics:

Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, peer on peer abuse, bullying in the workplace, direct and indirect discrimination, harassment, victimisation, prejudice, discrimination and stereotyping.

### Lent - Dreams and Goals and Healthy Me

Jigsaw, the mindful approach to health and well-being, brings together Personal, Social, Health and Economic Education, emotional literacy, social skills, and mental health and resilience development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. The Jigsaw Programme is designed as a whole-school approach, with year groups working on the same theme (Puzzle) at the same time from age 3 through to age 16. Jigsaw 11-14 builds on the Jigsaw 3-11 Programme, offering a holistic PSHE learning journey spanning the pupil's school career, with a progressive, spiral curriculum that addresses real needs in a rapidly-changing world. The Jigsaw Approach is underpinned by mindfulness.

Mindfulness practice enables them to observe their own thoughts and feelings, regulate them and make conscious decisions about their learning, behaviour and lives. It helps them to remain focused on the present moment and thrive in it, allaying and managing stress and anxiety. The inclusive philosophy will at times include Relationships and Sex Education (RSE). The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other types of committed relationships.

In the first half of this term, the Shell pupils will cover the following topics:

Personal strengths, health goals, SMART planning, the world of work, links between body image and mental health, non-financial dreams and goals, mental health and ill health, media manipulation, self esteem, stigma, anxiety disorders.

In the second half of this term, the Shell pupils will cover the following topics:

Misperceptions about young peoples' health choices, physical and psychological effects of drugs and alcohol, alcohol and the law, alcohol and drug poisoning, addiction, smoking, vaping, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support.

### Trinity - Relationships and Changing Me



Jigsaw, the mindful approach to health and well-being, brings together Personal, Social, Health and Economic Education, emotional literacy, social skills, and mental health and resilience development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. The Jigsaw Programme is designed as a whole-school approach, with year groups working on the same theme (Puzzle) at the same time from age 3 through to age 16. Jigsaw 11-14 builds on the Jigsaw 3-11 Programme, offering a holistic PSHE learning journey spanning the pupil's school career, with a progressive, spiral curriculum that addresses real needs in a rapidly-changing world. The Jigsaw Approach is underpinned by mindfulness. Mindfulness practice enables them to observe their own thoughts and feelings, regulate them and make conscious decisions about their learning, behaviour and lives. It helps them to remain focused on the present moment and thrive in it, allaying and managing stress and anxiety. The inclusive philosophy will at times include Relationships and Sex Education (RSE). The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other types of committed relationships.

In the first half of this term, the Shell pupils will cover the following topics:

Healthy relationships, power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, stereotypes, contraception choices, age of consent, family planning, consequences of unprotected sex, STIs, support and advice services

In the second half of this term, the Shell pupils will cover the following topics:

Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on changes, benefits of relaxation