

# PSHE and RSE Policy



Date of Amendment: September 2024

Review Date: September 2027

## **PSHE (Personal, Social, Health Education) including RSE (Relationships and Sex Education) statutory links from September 2020.**

### **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, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

### **Intent**

PSHE is fundamentally important to develop the knowledge, skills and attributes the children will need to keep themselves healthy, safe, and prepared for life and work. Our intent is to deliver a curriculum that provides information and, more importantly, allows the children to explore and form their own values and understanding of the world around them. We encourage our children to play a positive role in contributing to the life of a school and the wider community. In so doing, we help to develop their sense of self-worth.

We provide our children the opportunity to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. The emphasis is on the children being able to think critically and make informed choices; to develop understanding and empathy and to be tolerant of those who have different values and beliefs.

Our core Christian Values underpin all lessons as we aim for our children to be caring and responsible members of the community. We want them to leave St. Thomas of Canterbury Church of England Primary School equipped with an understanding of their own values; the ability to make positive life decisions and a strong sense of self-worth and resilience.

### **PSHE**

At St Thomas of Canterbury Church of England Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme 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. In addition to supporting and upholding our Character Education Policy.

The overview of the programme can be seen on the school website within the Curriculum Overview map.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, 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.

### **Statutory Relationships and Health Education**

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."

## ST. THOMAS OF CANTERBURY C OF E PRIMARY SCHOOL

*"Let all that you do be done in love" 1 Corinthians 16:14*

"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...as well as making Health Education compulsory in all state-funded schools."

"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."

"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."

Secretary of State Foreword DfE Guidance 2019 p.4-5

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."

DfE Guidance p.8

"All schools must have in place a written policy for Relationships Education and RSE."

DfE Guidance p.11

Here, at St Thomas of Canterbury Church of England Primary School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE across all key stages, as our chosen teaching and learning programme and tailor it to our children's needs. The mapping document: Jigsaw 4-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

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.

Within EYFS, the PSHE curriculum is found within Personal, Social and Emotional Development (PSED), it states;

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. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. 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.

DFE guidance page 9

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Early years foundation stage \(EYFS\) statutory framework](#) (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 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (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))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

It is also aligned with the Church of England's "A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)" and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, [second edition updated summer 2019](#)). References to Goodness and Mercy ([www.goodnessandmercy.co.uk](http://www.goodnessandmercy.co.uk)) are also used for a theological Christian support of our teaching.

'Goodness & Mercy' offers an opportunity to ground the RSHE curriculum in an acknowledgement of the worth and dignity of all people, rooted in the Christian belief that all are divinely created and eternally loved. This offers an ethos that supports our sense of individual and communitarian value, affirms that relationships (including intimate relationships) should and can be life-giving and offers resounding reasons for looking after ourselves and others.

The resource aims to fully support the Church of England vision for Education: "I come that they may have life in all its fullness." (John 10:10). This scripture grounds it in the recognition that having a positive relationship with ourselves and with others is foundational for a complete and fulfilled life.

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

**What do we teach, when and who teaches it?****Whole-school approach including EYFS and KS1.**

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber bullying included) and understanding
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships education and coping positively with change; and in Years 5 and 6 Relationships and Sex Education

At St Thomas of Canterbury Church of England Primary School we allocate 45 minutes to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Through our Character Education policy and community ethos, Collective Worship, praise and reward systems, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes.

As a split form entry school the Jigsaw units are applied within a two year rolling programme except for EYFS which is being taught their specific EYFS PSHE curriculum each year. Years 1 and 2 are being taught Cycle A (2024) and Cycle B (2025) then alternate years, Year 4 and 6 curriculum Jigsaw pieces being taught in Cycle A and Year 3 and 5 curriculum Jigsaw pieces being taught in Cycle B.

## Relationships Education

### ***What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?***

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Parents should also be aware that the Church of England states in "Valuing All God's Children", 2019, that Relationships and Sex education should: *"Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world."* (Page 34)

## Health Education

### ***What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?***

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the 'Calm Me' time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit). At St Thomas of Canterbury Church of England Primary School this unit will only be taught in Years 5 and 6 in the Summer term.

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

## Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At St Thomas of Canterbury Church of England Primary School, we believe children should understand the facts about human reproduction before they leave primary school so we define Sex Education as understanding human reproduction from conception to birth. We intend to teach this within our Science Curriculum using appropriate resources, some of which, are Jigsaw 'Changing Me' resources in Year 5 (Puberty) and Year 6 (Conception and Birth), in addition to Busy Bodies video clips.

At St Thomas of Canterbury Church of England Primary School, puberty (Year 5 summer term) is taught as a statutory requirement of Health Education and covered by our Science and 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, we have opted to teach this within our Science curriculum in Year 6, as we believe this is most appropriate for our children.

The Year 5 and 6 teachers deliver the scheme of work which may include some input from the School Nurse, if necessary. The School Nurse may be accessed as a valuable resource to lead information sessions on personal health and hygiene as well as puberty for children in Year 5 and 6. We feel it is appropriate with Sex Education to acknowledge the different emotional and physical development of the two sexes and accommodate them accordingly and sensitively. We, therefore, split the sexes in the teaching of some of the areas covered.

We strive to create an environment where children feel safe and confident to discuss the relevant issues and ask questions. Whilst every effort is made to enable constructive dialogue to take place, no staff member can agree to complete confidentiality. All staff are subject to child protection and safeguarding policies in line with current Keeping Children Safe in Education and SET procedures.

Children are given reasonable opportunities to ask questions during the RSE sessions. School staff will always try and facilitate a confidential and anonymous 'Questions & Answers' session where children can write down and submit questions related to any aspect of RSE. These will be answered sensitively either as a whole class or on a one to one basis depending on the wishes of the child and the nature of the question. We look at questions carefully after each session to decide if they are appropriate to the whole group or should be discussed with individuals who asked.

Our named person for sex related incidents (Child Protection & Safeguarding) is the Headteacher.

At St Thomas of Canterbury Church of England Primary School we encourage parents/carers to be supportive in the learning and teaching of RSE. Parents are informed that sex education will be a specific part of the science curriculum and are invited to see the video clips and programmes of study that will be shown and to discuss any other relevant parts of the curriculum.

At St Thomas' we do not teach anything extra to that which is required in the National Curriculum and therefore it is a legal requirement for children to attend the lessons. Parents may not withdraw their children. However, we will listen to any parents concerns and reassure them as much as possible.

## **Confidentiality**

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of safeguarding and child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Designated Safeguarding Lead/Headteacher completing a CPOMs incident report 'Child Protection and Safeguarding Reporting of a Concern' form in as much detail as possible. The Designated Safeguarding Lead/Headteacher will then deal with the matter in consultation with health care professionals, social care or the police, if necessary. (*Refer to Child Protection & Safeguarding Policy*)

Due to the nature and topic of RSE lessons children may raise the issue of internet safety, dangers associated with the use of the internet and exposure to explicit or inappropriate material. This will be dealt with in a sensitive but robust manner as and when necessary. Children will access teaching related to e-safety through relevant ICT modules/topics as detailed in the ICT and internet policies.

## **Monitoring and Review**

The School Development Committee of the governing body monitors this policy on an annual basis with a formal review every three years. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The School Development Committee gives serious consideration to any comments from parents/carers about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

## **Equality**

**This policy works alongside the school's Equality and Anti-bullying policies.**

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...

This can also have an impact on any anti-bullying policies in regard to these characteristics being the reason for the issue. The Church of England document "Valuing all God's Children", 2019, states:

*"Schools should ensure that they have clear anti-bullying policies on preventing and tackling homophobic, biphobic and transphobic behaviour and language and that these policies are known and understood by all members of the school community. School leaders should present a clear message that HBT bullying will not be tolerated and that there can be no justification for this negative behaviour based on the Christian faith or the Bible. Schools should ensure that pupils understand how to report incidents. Pupils should be confident that if they report bullying it will be taken seriously."*



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*"Let all that you do be done in love" 1 Corinthians 16:14*

It also asserts:

*"Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value" (page 1)*

*"Opportunities to discuss issues to do with self-esteem, identity and bullying, including HBT (homophobic, biphobic and transphobic) bullying, should be included in physical, social, health and economic education or citizenship programmes. The curriculum should offer opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should take LGBT people into account." (Page 6)*

At St Thomas of Canterbury Church of England Primary School we promote respect for all and value every individual child.

We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may cause tension with our approach to some aspects of Relationships, Health and Sex Education. We always support all and nurture diversity in our caring Christian community.

### Review

The policy will be reviewed at least every 3 years, or as new guidance becomes available to schools from the Local Authority (LA) or Department of Education (DfE).

**Policy reviewed: September 2024**

**Next policy review date: September 2027**

Jigsaw PSHE documents needed to explain this policy:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)
- Including and valuing all children.
- How does Jigsaw PSHE support the Church of England Principles and Charter in relation to RSHE?

**Relationships Education in Primary schools – DfE Guidance 2019**

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc. can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

The guidance states that, by the end of primary school:

	<b>Pupils should know...</b>	<b>How Jigsaw provides the solution</b>
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• R1 that families are important for children growing up because they can give love, security and stability.</li> <li>• R2 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.</li> <li>• R3 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.</li> <li>• R4 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.</li> <li>• R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</li> <li>• R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul>
<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>• R7 how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> </ul>	

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*"Let all that you do be done in love" 1 Corinthians 16:14*

	<ul style="list-style-type: none"> <li>• R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</li> <li>• R10 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</li> <li>• R11 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 and advice from others, if needed</li> </ul>	
<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>• R12 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</li> <li>• R13 practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• R14 the conventions of courtesy and manners</li> <li>• R15 the importance of self-respect and how this links to their own happiness</li> <li>• R16 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</li> <li>• R17 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</li> <li>• R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• R19 the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>	
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• R20 that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• R21 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.</li> <li>• R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• R24 how information and data is shared and used online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

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<p><b>Being safe</b></p>	<ul style="list-style-type: none"> <li>• R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• R26 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.</li> <li>• R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• R32 where to get advice e.g. family, school and/or other sources.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>
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### Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• H1 that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• H2 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.</li> <li>• H3 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.</li> <li>• H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>• H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>• H9 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 well-being or ability to control their emotions (including issues arising online).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

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	<ul style="list-style-type: none"> <li>• H10 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.</li> </ul>	
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• H11 that for most people the internet is an integral part of life and has many benefits.</li> <li>• H12 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.</li> <li>• H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• H14 why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• H17 where and how to report concerns and get support with issues online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy Me</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• H18 the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• H20 the risks associated with an inactive lifestyle (including obesity).</li> <li>• H21 how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• H22 what constitutes a healthy diet (including understanding calories and other nutritional content).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p>

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	<ul style="list-style-type: none"> <li>• H23 the principles of planning and preparing a range of healthy meals.</li> <li>• H24 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).</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>	
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>• H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• H31 the facts and science relating to immunisation and vaccination</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• H32 how to make a clear and efficient call to emergency services if necessary.</li> <li>• H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• H35 about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Changing Me</li> <li>• Healthy Me</li> </ul>

**Goodness and Mercy – Progression Outcome Statements**

***(PLEASE NOTE: The text/content in red is NOT taught in our programme of study as this is covered in secondary schools – it is for information only)***

**1. Health Education**

<b>Strand</b>	<b>EYFS/KS1 outcomes</b>	<b>KS2 outcomes</b>	<b>KS3/4 outcomes</b>
<b>Sleep, rest and hygiene</b>	<ul style="list-style-type: none"> <li>Pupils can describe how to look after themselves.</li> <li>Pupils can show someone how people can clean their teeth and talk about how people can help themselves to have good sleep <b>(Science)</b></li> </ul>	<ul style="list-style-type: none"> <li>Pupils can explain why it is important to look after themselves.</li> <li>Pupils can demonstrate how to look after their teeth and their skin in the sun; can explain why this is important and what happens if people do not do this.</li> <li>Pupils can talk about how to practise personal hygiene and can explain why it can be anti-social not to do so.</li> <li>Pupils can explain why good sleep and rest are important and what the effects of not getting enough sleep can be.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can identify what happens when people sleep, explain what factors can prevent good sleep; can identify useful strategies and behaviours that will aid good sleep.</li> <li>Pupils can explain strategies for maintaining personal hygiene, including oral health and the prevention of infection.</li> <li>Pupils can explain the importance of taking increased responsibility for their own physical health including dental check-ups, sun-safety and self-examination (especially in late KS3 breast/testicular self-examination).</li> <li>Pupils can explain the purpose of vaccinations offered during adolescence for individuals and society</li> <li>Pupils can assess risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds.</li> <li>Pupils will be able to explain the risks and myths associated with female genital mutilation (FGM), its</li> </ul>



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			status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM. (Citizenship)
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>Pupils can identify and list many healthy and less healthy foods.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can plan a healthy diet and describe the dangers of an unhealthy one.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can explain the role of a balanced diet as part of a healthy lifestyle and explain the impact of unhealthy food choices on health and life expectancy.</li> <li>Pupils can explain what might influence decisions about eating a balanced diet and suggest strategies to manage eating choices.</li> </ul>
<b>Spiritual practices</b>	<ul style="list-style-type: none"> <li>Pupils will have observed/ experienced/participated in some calming spiritual time.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can explain why having some sort of spiritual practice may improve physical, emotional and mental health.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can explain at least three different spiritual practices, evaluate their impact on health and wellbeing and articulate their personal preferences, giving reasons. (CW /RE)</li> </ul>
<b>Exercise</b>	<ul style="list-style-type: none"> <li>Pupils can name and talk about different kinds of exercise.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can describe different kinds of exercise, the impact on people's bodies and explain why exercise is good for your health.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can explain the benefits of physical activity and exercise for physical and mental health and for wellbeing.</li> <li>Pupils can recognise and manage what influences their choices about physical activity; can outline strategies for managing their physical activity and exercise. (PE)</li> </ul>
<b>Mental health, wellbeing and emotional literacy</b>	<ul style="list-style-type: none"> <li>Pupils can talk about their emotions, (such as when they are happy, sad,</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can talk about how people can express their emotions such as anger and fear. Pupils can explain</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can understand their connections with others and be</li> </ul>

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	<p>angry or afraid) and understand when those emotions are helpful.</p> <ul style="list-style-type: none"> <li>• Pupils can talk about how taking exercise, eating healthily, spending time outdoors and praying or meditating can be good for their feelings</li> </ul>	<p>why feelings can affect the way people behave. Pupils can describe strategies to manage feelings so that they do not have a negative impact on others.</p> <ul style="list-style-type: none"> <li>• Pupils can understand that keeping healthy physically and spiritually will help their mental health. Pupils can identify some of the worries and concerns that people might feel moving to a new school. Pupils can identify ways in which someone can positively manage such a move.</li> </ul>	<p>aware of their own and others' mental wellbeing.</p> <ul style="list-style-type: none"> <li>• Pupils can understand the importance of challenging stigma related to mental health.</li> <li>• Pupils will be able to articulate the importance of promoting emotional wellbeing and healthy coping strategies.</li> <li>• Pupils can explain the importance of developing 'digital resilience' in the context of online pressures and will be able to reframe negative thinking.</li> <li>• Pupils will be aware of unhealthy coping strategies such as self-harm and eating disorders.</li> <li>• Pupils will be able to show an understanding of common mental health concerns such as anxiety and depression. Pupils will be able to talk about where people can go for further support should they need it.</li> </ul>
<b>Screen time and screen-safety</b>	<ul style="list-style-type: none"> <li>• Pupils can list some of the ways that screens improve their lives.</li> <li>• Pupils can list some rules about the limits for using screens that can keep people healthy.</li> <li>• Pupils can identify how people use 'masks' online to be nasty and who to ask for help.</li> <li>• Pupils can list what information should or should not be shared. (Safeguarding)</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain how to make wise choices online and why limiting screen time is a good idea.</li> <li>• Pupils can show understanding of the different ways that people use the internet for bad purposes and outline how to avoid harm.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues.</li> <li>• Pupils can demonstrate an understanding of how people present themselves online and how that can have positive and negative impacts on them</li> <li>• Pupils can describe how to make and act on informed decisions about</li> </ul>

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			<p>whether different media and digital content are appropriate to view.</p> <ul style="list-style-type: none"> <li>• Pupils can explain that there are positive and safe ways to create and share content online and the opportunities this offers.</li> <li>• Pupils can show an understanding of different strategies for protecting and enhancing their personal and professional reputation online.</li> <li>• Pupils can describe how social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; can recognise why and how this may influence opinions and perceptions of people and events.</li> <li>• Pupils can explain why there is a shared responsibility to challenge extremism in all its forms.</li> </ul> <p>(Citizenship/ British Values)</p> <ul style="list-style-type: none"> <li>• Pupils can explain how personal data is generated, collected and shared, including by individuals, and the consequences of this.</li> <li>• Pupils can show understanding about how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this.</li> </ul>
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			<ul style="list-style-type: none"> <li>Pupils can describe useful strategies to critically assess bias, reliability and accuracy in digital content.</li> </ul>
<b>Alcohol, smoking and drugs</b>	n/a	<ul style="list-style-type: none"> <li>Pupils can explain the facts and laws surrounding the use of alcohol, smoking and drugs. (Citizenship)</li> <li>Pupils show understanding of the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/ vaping, alcohol and medicines) and their impact on health; can recognise that drug use can become a habit which can be difficult to break.</li> <li>Pupils can talk about why people choose to use or not use drugs (including nicotine, alcohol and medicines).</li> <li>Pupils can talk about the organisations that can support people around alcohol, tobacco or other drug use; know people they can talk to if they have concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can describe the reasons why people drink alcohol and the impact it can have, and the consequences of the possibly associated behaviour.</li> <li>Pupils can identify and assess the risks of underage drinking.</li> <li>Pupils can suggest strategies to manage peer pressure around alcohol misuse and identify sources of guidance and support.</li> <li>Pupils can present information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use.</li> <li>Pupils can show an understanding of the law relating to the supply, use and misuse of legal and illegal substances. (Citizenship/ British Values)</li> <li>Pupils can explain the concepts of dependence and addiction, including awareness of help available to overcome addictions. Pupils can explain where people might be able to go for help with such addictions.</li> </ul>
<b>First Aid</b>	<ul style="list-style-type: none"> <li>Pupils can talk about what to do if there is an accident and someone is</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can explain how to make an emergency call and demonstrate how to apply basic First Aid (e.g.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to demonstrate that they know how to get help in an emergency and how to perform</li> </ul>

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	hurt, how to get help in an emergency (how to dial 999 and what to say).	dealing with common injuries including head injuries).	basic First Aid and life-saving skills including cardio-pulmonary resuscitation (CPR) and the use of defibrillators.
<b>Puberty</b>	n/a	<ul style="list-style-type: none"> <li>Pupils can talk about puberty and how it affects girls and boys, particularly the emotional and physical changes including menstruation; about key facts about the menstrual cycle, menstrual wellbeing and wet dreams. (Science)</li> <li>Pupils can identify the external genitalia and internal reproductive organs in males and females and explain how the process of puberty relates to human reproduction. (Science)</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to describe strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing.</li> </ul>
<b>Key theology for Church of England / Methodist schools</b>	<ul style="list-style-type: none"> <li>Pupils will be able to show an understanding of key Christian teachings about how they are of great value and worth: "You are fearfully and wonderfully made" (Psalm 139) and "God saw that it was very good" (Genesis 1).</li> <li>Pupils can make a link between these teachings and how people can regard, celebrate and protect their bodies, minds and souls.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to explain the Christian belief about how humans are made in the image of God (Genesis 1:27); how it may be interpreted and lived out in people's regard for themselves and enjoyment of living in their bodies.</li> <li>Pupils will be able to explain the Christian concept of stewardship: that humans have been given a gift that they should take care of and how that might affect the way that Christians look after their own bodies and minds.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can explain their Church school's beliefs about Imago Dei and stewardship: why humans are worth looking after. Pupils can evaluate three other opinions about why humans might be of huge value (Humanist and two other religious traditions). Pupils can appraise those views and then state and reason their own opinion about human worth.</li> <li>Pupils can explain why people sometimes fail to look after themselves despite knowing the factual information about how to do so (e.g. they know that exercise and</li> </ul>

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			healthy food will make them well but they still make poor choices). Pupils will be able to refer to the Christian belief in the Fall, the ideas of temptation, forgiveness, redemption and a call into a closer union with and likeness to God ('holiness') to help them overcome their weaknesses. They will be able to offer other interpretations and strategies for coping with human weakness and be able to express their own opinion.
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**2. Relationship Education**

**(PLEASE NOTE: The text/content in red is NOT taught in our programme of study as this is covered in secondary schools – it is for information only)**

Strand	EYFS/Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
<b>Family</b>	<ul style="list-style-type: none"> <li>• Pupils can talk about the people who care for them and give them love, and the things that they do to share that care.</li> <li>• Pupils can talk about the ways that they might show that they enjoy being in their families.</li> <li>• Pupils can show that they understand that different people have different kinds of families.</li> <li>• Pupils can talk about what is the same across all families.</li> <li>• Pupils can tell you who they might go to for help if they feel unsafe or unhappy in their family.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain that caring relationships are a key feature of positive family life and can describe the different ways in which people care for one another.</li> <li>• Pupils can discuss and evaluate the different ways that they can show appreciation to those who care for them.</li> <li>• Pupils can explain why it is important to recognise and give respect, that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents, multi-generational families).</li> <li>• Pupils can demonstrate that they recognise shared characteristics of healthy family life, (commitment, care, spending time together, being there for each other in times of difficulty etc.).</li> <li>• Pupils can explain how to recognise if family</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can consider and evaluate the factors that will sustain and uphold strong family life and the factors that may create stresses on family life.</li> <li>• Pupils will be able to suggest strategies for managing disagreements and conflicts within a family.</li> <li>• Pupils will be able to explain the effects of change within a family, including loss, separation, disappointment, divorce and bereavement. Pupils can suggest strategies for managing these and can describe how to access support.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain the differences between biological families and families as people who you live with, and the way someone can experience and create families through life.</li> <li>• Pupils can explain that 'family' can be used as a strong and meaningful metaphor for connection, care and responsibility to others e.g. the family of a tutor group, school, of God (the Church, God as Father), humankind, neighbourhood, country or group of friends.</li> <li>• Pupils can analyse whether loyalty to a biological family is the same as loyalty to another type of family.</li> <li>• Pupils can analyse and explain what they think is the strongest type of family and how 'families' can intersect.</li> </ul>

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		relationships are making them feel unhappy or unsafe, and can show that they know how to seek help or advice.		
<b>Friendship</b>	<ul style="list-style-type: none"> <li>• Pupils can describe what a good friend is like.</li> <li>• Pupils can talk about how someone can show kindness to someone who is a friend in a way that they will like.</li> <li>• Pupils can describe how to recognise if someone is lonely; can talk about ways in which people can show kindness to someone who is not their friend and try to include them in a game or activity.</li> <li>• Pupils can talk about what you can do if you fall out with your friend.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can describe what makes a good friendship, including trust, truth, respect, loyalty, kindness, generosity and shared interests. They can explain why it is important to welcome people who others might leave out and to make efforts to understand and enjoy people who are different to them.</li> <li>• Pupils can talk about the ways in which friends can cope when there are fallings-out and can describe how someone can make peace again and not resort to violence.</li> <li>• Pupils can give examples of how someone can think carefully of the needs and preferences of the other person in their friendship or family and how they might make them happy and listen to their choices.</li> <li>• Pupils can describe what it means to have high expectations in friendships and family, and list some of</li> </ul>	<i>Schools may choose to teach Friendship in KS3 rather than KS4</i>	<ul style="list-style-type: none"> <li>• Pupils can analyse what creates and maintains good friendships (including online), can describe the positive qualities, and steps that can be taken to help to improve and support relationships.</li> <li>• Pupils can explain the importance of having good boundaries, having strategies for managing conflict and for working towards reconciliation.</li> <li>• Pupils can describe contexts where it might be best to end a relationship.</li> <li>• Pupils can talk through how it feels to lose a friend and how to live with loss.</li> </ul>



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		the behaviours that should never be acceptable.		
<b>Relationships and Marriage</b>	n/a	<ul style="list-style-type: none"> <li>• Pupils can explain that marriage is a formal and legal commitment which is intended to be lifelong.</li> <li>• Pupils will be able to give examples of positive long-term relationships that bring joy and meaning to those involved.</li> <li>• Pupils can explain the benefits of strong life-long relationships: they are good for people, through relationships people have fun, they learn who they are, how to be less selfish, how to think of others and learn about forgiveness.</li> <li>• Pupils can explain the significance of special ceremonies and rituals of promises that mark marriage (in the Christian tradition and at least one other faith tradition or worldview). (RE)</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can describe and offer a personal evaluation of the different kinds of committed, stable relationships that exist and can contribute to human happiness; why they might be a healthy context in which to raise children.</li> <li>• Pupils can explain the UK legal definition of marriage (<i>Marriage (same-sex couples) Act 2013</i>) and describe who can and cannot enter into that state.</li> <li>• Pupils can explain the legal status of other long-term relationships and evaluate the relative value of these options. (Citizenship)</li> <li>• Pupils can explain the different Christian beliefs and rituals for marriage. They can describe the vows that people take and consider how they might affect a marriage if people lived by those</li> </ul>	n/a

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			<p>promises. Pupils can explain the rituals and promises taken by people who are not Christian (e.g. Hindu, Muslim, Jewish, Humanist) and consider how they might affect a marriage. (RE)</p> <ul style="list-style-type: none"> <li>• Pupils can consider the benefits and demands placed on people for whom the single life is their vocation, their choice or their found experience. (RE)</li> <li>• Pupils can explain that people hold different religious and cultural beliefs about sex before marriage, same-sex relationships, marriage and divorce. (RE)</li> </ul>	
<b>Anti-bullying</b>	<ul style="list-style-type: none"> <li>• Pupils can describe what bullying is, the different kinds of bullying and why it is hurtful.</li> <li>• Pupils can talk about where to go for help if they are bullied.</li> <li>• Pupils can talk about why it is good to be kind to people.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can show understanding about the different types of bullying that people can encounter.</li> <li>• Pupils can describe how to be safe on the internet and how to avoid cyberbullies and cyberbullying.</li> <li>• Pupils can explain what stereotyping is and how</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can demonstrate that they recognise bullying and its impact in all its forms; can describe the skills and strategies needed to manage being targeted or witnessing others being bullied.</li> <li>• Pupils can explain the negative impact that</li> </ul>	n/a

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	<ul style="list-style-type: none"> <li>Pupils can talk about how you might support someone who has been hurt because someone has been unkind to them.</li> </ul>	<p>bullying can be damaging for someone.</p> <ul style="list-style-type: none"> <li>Pupils can explain how people can keep themselves safe and ask for help when bullied.</li> <li>Pupils can describe how not to be a bystander when someone else is bullied.</li> <li>Pupils can explain how to report bullying and support someone who has suffered unkindness.</li> </ul>	<p>stereotyping, prejudice and discrimination can have on protected groups and how it can be detected, addressed and reported.</p> <ul style="list-style-type: none"> <li>Pupils can explain the legal right of respect and equality for all protected groups. (British Values, Citizenship)</li> <li>Pupils can explain why prejudice-based language and behaviour, offline and online, is unacceptable (including sexism, homophobia, biphobia, transphobia, racism, ableism, faith-based). (Citizenship)</li> <li>Pupils can explain how a bystander should behave when observing bullying and what actions they might take.</li> <li>Pupils can describe how to report bullying and explain what having high expectations of behaviour means when online.</li> </ul>	
<b>Making good boundaries</b>	<ul style="list-style-type: none"> <li>Pupils can talk about how their bodies belong to them, are incredibly</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can explain what right and wrong touching is and can show an understanding</li> </ul>	n/a	<ul style="list-style-type: none"> <li>Pupils can explain the importance of having good boundaries.</li> </ul>

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	<p>special and should be protected.</p> <ul style="list-style-type: none"> <li>• Pupils can identify what is safe and unsafe touching.</li> <li>• Pupils can describe why it is wrong to keep bad secrets and that people should not ask us to do that.</li> <li>• Pupils will be able to explain how someone can tell a trusted adult if they feel unsafe.</li> </ul>	<p>of what is appropriate behaviour in private and in public.</p> <ul style="list-style-type: none"> <li>• Pupils can explain what a bad secret is like and how to get help.</li> </ul>		<ul style="list-style-type: none"> <li>• Pupils can outline strategies for managing conflict.</li> <li>• Pupils can explain what consent is and can describe what mutual respect looks like in relationships.</li> <li>• Pupils can list types of behaviour within relationships that are criminal, including violent behaviour or use of coercive control.</li> <li>• Pupils will be able to explain how to report crime and seek help in those contexts.</li> </ul>
<b>Parenting</b>	n/a	n/a	n/a	<ul style="list-style-type: none"> <li>• Pupils can explain the responsibilities of parenthood: what it entails, why it can be joyous and difficult.</li> <li>• Pupils can define what categorises faithful and caring parenting.</li> <li>• Pupils can describe the implications of young parenthood and list the services that offer support for new parents and families.</li> </ul>
<b>Key theology</b>	<ul style="list-style-type: none"> <li>• Pupils can explain that most Christians believe that God loves people,</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain Christian (and other faiths') beliefs in an eternal Love, that cannot</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain and evaluate the Christian belief in an invitation into</li> </ul>	(as Key Stage 3+)

# ST. THOMAS OF CANTERBURY C OF E PRIMARY SCHOOL

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	<p>that God has always loved them as an individual and always will.</p> <ul style="list-style-type: none"> <li>• Pupils can talk about why other people are special (and how Christians believe that they are created and loved by God).</li> <li>• Pupils can talk about what the Christian belief in creation means for how people should value and protect themselves and treat other people.</li> <li>• Pupils can give examples of people doing things that hurt others. They can talk about how humans often let themselves down.</li> <li>• They can describe simply what the word forgiveness means and talk about fresh starts.</li> <li>• Pupils can talk about why it is good to keep friends and the importance of sticking by people and</li> </ul>	<p>be broken, that pre-existed the world and carries on after death.</p> <ul style="list-style-type: none"> <li>• Pupils can link this to the Christian idea of the Trinity and explain what difference it will make to Christians' lives if they believe they have a relationship with this God of eternal love.</li> <li>• Pupils can explain that Christians believe in the sacredness and worth of every person and can describe how that might affect how Christians regard and protect themselves and others.</li> <li>• Pupils can explain the Christian belief in the Fall and talk about how all people can make mistakes and treat others badly.</li> <li>• Pupils can explore the consequences of bad behaviour and explain the Christian ideas about repentance, forgiveness reconciliation and peace.</li> <li>• Pupils can explain what faithfulness and commitment means to family, friends, relationships and members of their community. They can</li> </ul>	<p>an everlasting relationship with a God of love as expressed in the Trinity. Pupils can explain how this belief may sustain Christians, can outline alternative views about what sustains people and can express their own opinions.</p> <ul style="list-style-type: none"> <li>• Pupils can evaluate the benefits and difficulties for relationships and society of living out a belief in the sacredness and worth of all people. Pupils can express their own opinions concerning this vision for humanity.</li> <li>• Pupils can explain the temptations and weaknesses that mean people let each other down; can explain how Christian ideas about the Fall and salvation inform a belief in hope for change and a positive future in behaviours and relationships.</li> <li>• Pupils can explain the causes of conflict, describe contexts when</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can evaluate the extent to which the term 'family' is a good metaphor for support or a circle of love echoing the Trinity; can give examples to explain if they think that a neighbourhood, friends, a school, a church (or religious community) can be a family?</li> <li>• Pupils will be able to evaluate how Christians could make relationships decisions in contexts where their beliefs appear to clash: honouring and safeguarding self versus forgiveness and reconciliation.</li> <li>• Pupils can reflect on how long should someone keep forgiving, what is a human flaw or foible and what is unacceptable, harmful or criminal.</li> <li>• Pupils can outline strategies for managing feelings of loss; will be able to give examples of Christian beliefs that can support people at times of loss.</li> <li>• Pupils will be able to explain the Christian idea</li> </ul>
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	supporting them unless they really hurt us.	explain why faithfulness is important for building security, trust and happiness, and what behaviours might endanger faithfulness.	<p>conflict can be positive and give examples of how to manage conflict; can evaluate the usefulness in conflict resolution of ideas of repentance, forgiveness, reconciliation, restorative justice and peace.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to describe the importance of faithfulness and commitment in relationships and explain why these qualities can make for rich and life-long contentment.</li> </ul>	that people are entrusted by God with creating life and that this is a sacred responsibility; will be able to evaluate how having this belief will impact on people's sense of duty and honour as parents. Pupils will be able to evaluate whether holding this belief is an advantage or a burden for parenthood.
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**3. Sex Education**

**(PLEASE NOTE: The text/content in red is NOT taught in our programme of study as this is covered in secondary schools – it is for information only)**

Topic	Key Stage 2 outcomes	Key Stage 3 outcomes	Key Stage 4 outcomes
Status:	NON-MANDATORY	MANDATORY	MANDATORY
Schools may decide to teach these units in different Key Stages at secondary level, as long as outcomes are met by the end of Key Stage 4. Sex education has frequent overlap with relationships education and they should not be seen as distinct. Sex education also overlaps with health education and science so connections should be made.			
<b>The right to withdraw</b>	<p>At Key Stage 1 there is no sex education.</p> <p>At Key Stage 2 each school will decide for themselves whether they think it is appropriate to teach any elements of sex education in their context.</p> <p>Parents have the right to withdraw their child.</p>	<p>Parents have the right to withdraw their child (see sample policy).</p>	<p>Parents have the right to withdraw their child from up-to-and-until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.</p>
<b>Sexual intercourse</b>	<ul style="list-style-type: none"> <li>Pupils can describe, using accurate vocabulary, what happens between a man and woman that has the possibility of resulting in a baby.</li> <li>Pupils can suggest how close intimate relationships might affect people physically, emotionally and spiritually.</li> <li>Pupils can discuss how people choose to have babies and can suggest criteria for when it might be a sensible time.</li> </ul>	<p><i>Sex education is non-mandatory at primary schools so teaching, re-capping or reinforcing the Key Stage 2 outcomes is an important starting point.</i></p> <ul style="list-style-type: none"> <li>Pupils can describe the characteristics of a long-term, positive and healthy intimate relationship; the factors that mean that an intimate relationship is most likely to last over time; why this might be a good context in which to raise children.</li> <li>Pupils can explain how both negative and positive choices we make around sex can affect our mental physical,</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can explain the ways in which sex can cause harm and discuss what boundaries may keep people safe.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Pupils can explain why some people argue that the best time for such closeness is within a long-term, faithful and committed relationships such as marriage.</li> <li>• Pupils can talk about how some people don't choose this option and prefer to not have sexual intercourse with anyone and that this is another positive choice.</li> </ul>	<p>emotional, spiritual and financial wellbeing.</p> <ul style="list-style-type: none"> <li>• Pupils can consider why delaying sexual activity might be a wise choice; why some people believe it is right to wait for marriage (or a long-term committed relationship) to have sex; why some people may make a positive choice to abstain from ever having sex.</li> </ul>	
<b>Sex and the Law</b>	<ul style="list-style-type: none"> <li>• Pupils can show that they know that in the UK it is unlawful to have sex until you are 16. (Law, British Values, Citizenship)</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Pupils can explain the laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>• Pupils can define what constitutes sexual harassment and sexual violence and why these are always unacceptable (give reference to Equalities Act (2010). (Citizenship)</li> <li>• Pupils can explain that some types of behaviour within relationships are criminal. (Citizenship)</li> </ul>
<b>Gestation , pregnancy , birth and parenthood</b>	<ul style="list-style-type: none"> <li>• Pupils can explain what happens at conception and are able to explain the journey from pregnancy to birth. (Science)</li> <li>• Pupils can talk about why having a baby is wonderful but a huge responsibility.</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Pupils can talk about reproductive health and pregnancy; describe what happens in pregnancy (and the possibility and frequency of miscarriage).</li> </ul>



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			<ul style="list-style-type: none"> <li>• Pupils can describe the choices surrounding pregnancy (keeping the baby, adoption, abortion).</li> <li>• Pupils can explain where someone can go to get help.</li> <li>• Pupils can discuss and evaluate different religious and non-religious beliefs surrounding pregnancy and the options available (particularly with regard to abortion). (RE)</li> </ul> <p><i>Parenthood as a strand is covered more fully in Key Stage 4 relationships education</i></p>
<b>The media, self-esteem, advertising, online file and image sharing. and the impact and use of pornography</b>	n/a	<ul style="list-style-type: none"> <li>• Pupils can give examples of how the media and advertising can create a context where it is hard to feel attractive and have good self-esteem.</li> <li>• Pupils can describe some strategies, beliefs, campaigns or role models that can be used to counter competitive and unrealistic images. (Media, mental health and wellbeing)</li> <li>• Pupils can explain the potential pitfalls surrounding sharing materials and images online.</li> <li>• Pupils can explain how they can protect themselves from viewing harmful content. (Safeguarding, Media)</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain what pornography is and the forms it can take.</li> <li>• Pupils can describe how it can give a distorted picture of sexual behaviours and appearance.</li> <li>• Pupils can explain why some people enjoy pornography and how it might affect their behaviour towards their sexual partner.</li> <li>• Pupils can evaluate the impact of pornography and make good boundaries for their wellbeing.</li> <li>• Pupils can describe the law about the sharing of indecent images of children and the severe penalties given.</li> <li>• Pupils can describe how data is generated, collected and shared online; how that can affect people</li> </ul>

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			and what measures people can take to protect themselves.
<b>Keeping safe from peer-pressure, unplanned conception and sexually transmitted diseases</b>	n/a	<ul style="list-style-type: none"> <li>Pupils can give examples of how peer-pressure can operate with regard to speaking about sex.</li> <li>Pupils can explain the motivation of people who might want to pressure their peers and why it can seem tempting to give into peer-pressure.</li> <li>Pupils can describe strategies for handling peer pressure.</li> <li>Pupils can explain what contraception is and know the facts concerning the full range of contraceptive choices - how they work, what they prevent, whose responsibility it is and how effective they are. (RE)</li> <li>Pupils can describe how to tell someone else where they can go for support or to report a concern.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can describe what consent is, how it can be communicated well and how to recognise it; can explain how and when it can be withdrawn in all contexts (including online).</li> <li>Pupils can list the different sexually transmitted diseases that exist and how they can affect health (including fertility); how people reduce the transmission of these diseases, how people can practise safe sex and how testing works.</li> <li>Pupils can explain why the use of alcohol or drugs can lead to risky sexual behaviour. (Health)</li> </ul>
<b>Key theology</b>	<ul style="list-style-type: none"> <li>Pupils can explain that most Christians believe that God loves all people with a love that is stronger and purer than the love of a husband, wife or partner; that Christians believe (as do people of other faiths) that love never dies or fails.</li> <li>Pupils can explain that most Christians believe that humans are beautifully created; can explain that this means in a one-to-one relationship a person can practice</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can explain how the Christian belief that humans are created in the image of God may help people hold good self-esteem in the face of social media, advertising and peer pressure.</li> <li>Pupils can explain how the Christian belief in the Incarnation means that they are worthy of God dwelling in them, why this may mean that Christians have a good argument to withstand coercion and grooming and not allow manipulation or diminishment as they are worthy and of huge value.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to evaluate the extent to which the Christian belief that all people are sacred and made in the image of God is a good antidote to the pressures of objectification inherent in social media, advertising and pornography</li> <li>Pupils can offer explanations as to why people might not practise safe sex and evaluate as to whether the mainstream Christian concept of the fall is helpful in this context.</li> </ul>

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	<p>enjoying the wonderful creation of another human and get to carefully observe and celebrate another person over time.</p> <ul style="list-style-type: none"> <li>• Pupils can explain that Christians believe that humans are fallen – they can make mistakes and hurt people on purpose or unintentionally.</li> <li>• Pupils can explain how the Christian idea of forgiveness can help to keep intimate relationships going over time.</li> <li>• Pupils can explain why the Christian belief in the faithfulness of God is a model for human relationships and why the quality of faithfulness may help keep marriages and other long-term committed relationships going over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain how the Christian belief in the Fall can explain why people make mistakes and take risky choices in their intimate relationships; can give other explanations for human failings from other belief systems.</li> <li>• Pupils can discuss and evaluate the possible benefits of holding and practising the Christian beliefs about temptation, repentance, forgiveness, restorative justice and faithfulness in long-term, committed, intimate relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can draw on Christian and other worldviews' opinions when offering constructive advice to a person who is tempted to make a risky choice regarding their sexual health or the wellbeing of others.</li> <li>• Pupils can give examples of long-term relationships that are characterised by a contented cherishing of the other person despite life's ups and downs.</li> <li>• They can explain what it is that makes an intimate relationship work over many years and can evaluate whether any of the Christian ideals of honouring the other's uniqueness through faithfulness and forgiveness have been sustaining factors.</li> <li>• Pupils can articulate what constitutes good parenting and can make reference to beliefs concerning sacrifice, faithfulness and commitment.</li> </ul>
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