

Relationships and Health Education Policy

Academies Trust

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1. Aims

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.

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

The **aims** of relationships and health education (RHE) at Dudley Infant Academy are to:

- Provide a framework in which sensitive discussions can take place
- Develop an understanding of the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Equip pupils with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships
- Support pupils to take responsibility for their health and wellbeing both now and in the future
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Empower pupils to understand that the world may sometimes present threats to their safety and to know how they can protect themselves from these

The Relationships and Health Education (RHE) policy is underpinned by the ethos and values of our academy and we uphold it as an entitlement for all our pupils. We recognise the need to work as a community to ensure a shared understanding of RHE to deliver an effective programme that meets the needs of our pupils. The overarching objective of RHE at Dudley Infant Academy is to support our pupils through a journey of physical, emotional and moral development via the teaching of essential knowledge, skills and values within the framework of the law and provisions of the Equality Act, 2010.

2. Statutory requirements

As a primary academy we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum. In teaching RHE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Dudley Infant Academy we teach RHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RHE
5. Ratification – once amendments were made, the policy was shared with the Local Board and ratified

4. Definition

RHE: *Relationships and Health Education* is about the understanding of the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. It involves being taught about the benefits of a healthier lifestyle, what determines physical health and how to build mental resilience and wellbeing.

5. Curriculum

We have developed the curriculum in consultation with parents, pupils, staff and stakeholders taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed.

At Dudley Infant Academy we include the statutory Relationships and Health Education within our whole-academy PSHE programme. To ensure progression we use *Jigsaw*, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to meet pupil needs. The mapping document: *Jigsaw 3-11* and statutory Relationships and Health Education, shows exactly how our academy meets the statutory Relationships and Health Education requirements (See Appendix 1). We may need to adapt it as and when necessary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case, parent/carers will be provided with appropriate notice before the amended programme is delivered.

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 termly Puzzles (units) and these are taught across the academy through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. In EYFS, the Jigsaw programme supports and contributes to the updated Development Matters Framework, specifically Self Confidence and Self Awareness, Managing Feelings and Behaviours, Making Relationships and Health and Self Care.

| Term | Puzzle (Unit) | Content |
|------------------|------------------------|--|
| Autumn 1: | 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 |
| Autumn 2: | Celebrating Difference | Includes anti-bullying (cyber bullying included) |
| Spring 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 |
| Spring 2: | Healthy Me | Physical and Mental health. Includes self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise |
| Summer 1: | Relationships | Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss, healthy, positive relationships and the importance of consent |
| Summer 2: | Changing Me | Correct terminology for body parts, respect and consent |

At Dudley Infant Academy, we deliver RHE in KS1 through our PSHE curriculum as a week-long block at the start of each term. We allocate approximately 1 hour to each lesson throughout the week in order to teach knowledge and skills in a developmental and age-appropriate way. Lessons are reinforced and enhanced in many ways throughout the term: assemblies, Jigsaw Learning Charter, topic days, cross curricular links and participation in national events.

The DfE guidance does not specifically have outcomes for the Early Years Foundation Stage, however, good practice within this age range lays a solid foundation for the learning which will follow in later years. See Appendix 2 for the learning intentions from each Jigsaw termly puzzle piece in EYFS; although it must be remembered that Jigsaw as a whole, is designed to support the EYFS PSE development (Personal, Social, Emotional) outcomes and much of this work underpins Relationships and Health Education. RHE is not delivered as a discrete block, but interwoven throughout the EYFS curriculum.

6. Delivery of RHE

RHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHE are taught within the science curriculum, and other aspects are included in Religious Education & Worldviews (RE&W).

RHE focuses on teaching:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RHE curriculum, see Appendix 1, 2 & 3.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Safeguarding – Child on Child Abuse

RHE will support the academy's commitment to safeguard pupils through an age-appropriate, progressive curriculum that prepares them to live safely in the modern world. The Ofsted review published in June 2021 *Review of Sexual Abuse in Schools and Colleges* - GOV.UK (www.gov.uk), states that schools should have: *a carefully sequenced RSHE curriculum, based on the Department for Education's statutory guidance, that specifically includes sexual harassment and sexual violence, including online.* At Dudley Infant Academy, we are committed to the prevention and early identification of child on child abuse. Our academy RHE preventative curriculum addresses this in an age and content appropriate manner, teaching children about different forms of relationships, consent, respect for others and privacy (See Appendix 3: Safeguarding Curriculum Map).

8. Roles and responsibilities

8.1 Governance

The Local Board will receive updates from the Principal regarding the implementation of this policy.

The Board of Trustees has delegated the approval of this policy to the Principal.

8.2 The Principal

The Principal is responsible for ensuring that RHE is taught consistently across the academy.

8.3 Staff

Staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the Principal.

RHE will be led by Jo Luke , taught by class teachers and supported by visitors and outside agencies.

8.4 Pupils

Pupils are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity.

9. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships and health education.

"The Relationships 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".

10. Training

All staff involved in the delivery of RHE have received training to ensure that pupils receive clear and consistent approaches to RHE throughout their time at Dudley Infant Academy. Whole staff and individual training needs will be identified through the academy's self-evaluation process and staff appraisal. RHE will be incorporated in our academy's annual safeguarding training.

On occasion, external visitors, experts and agencies may be invited to contribute to the delivery of RHE to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children. When this happens, our academy will:

- Check the visitor or visiting organisation's credentials.
- Ensure the teaching delivered by the visitor fits with our planned programme and our published policy.
- Discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see in advance the materials visitors will use as well as a lesson plan so that collectively we can ensure it meets the full range of pupils' needs (e.g. special educational needs).
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with our school's policy.
- Arrange for the visitor to be supervised/supported by a member of school staff at all times.
- Monitor and evaluate the visitor input to inform future planning.

11. Links to Legislation and Guidance

- The Education Act (1996)
- Learning and Skills Act (2000)
- Equality Act (2010)
- The PSHE Association supplementary guidance SRE for the 21st Century (2014)
- Keeping Children Safe in Education: Statutory Safeguarding Guidance (updated September 2022)
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges (September 2021)
- Protocol for Managing Peer on Peer Harmful Sexual Behaviour in Schools, Settings and Colleges (September 2021)
- The Public Sector Equality Duty.
- 'PSHE Education Programme of Study Key stages 1-5' (PSHE Association, 2017)
- The National Curriculum for Science (2015)
- Sex and Relationships Education Guidance DfE (2018 and 2020)
- Children and Social Work Act (2017)

12. Links to Policies

- Academy Child Protection and Safeguarding Policy
- Academy Online Safety Policy
- Academy Behaviour Policy
- Academy PSHE Policy
- Academy Preventing Bullying Policy
- UoBAT Staff Code of Conduct
- UoBAT Prevent Policy
- Academy Healthy Eating Policy
- UoBAT Acceptable Use Policy

13. Useful Websites

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/>

<https://sexwise.fpa.org.uk/>

https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools PSHEA EdComs Resource listing Sep17

<https://www.minded.org.uk/>

<https://www.gov.uk/government/publications/education-for-a-connected-world>

<https://www.thinkuknow.co.uk/>

14. Monitoring arrangements

The delivery of RHE is monitored by the Senior Leadership Team through learning walks, book looks, team teaching and informal drop-ins conducted by subject leads and/or members of the senior leadership team. The observations and findings of which will be used to identify and inform future staff training needs. For pupils in EYFS, evidence of learning will be in the pupil's Learning Journals, Religious Education floor books and observations of pupil voice.

This policy will be reviewed by academy staff and the Local Board annually. At every review, the policy will be approved by the Principal and the Local Board.

15. Policy status and review

| | |
|-----------------------|---|
| Written by: | Jo Luke (Assistant Principal/RHE lead/Deputy DSL) |
| Owner: | Stuart Maclean (Principal) |
| Status: | Approved |
| Approval date: | September 2022 |
| Review Date: | September 2023 |

Appendix 1: KS1 RHE Jigsaw Curriculum Map (N.B. this is guide coverage)

| Relationships Education | | Year 1 - Ages 5-6 | | | | | | Year 2 - Ages 6-7 | | | | | |
|---|---|----------------------|------------------------|------------------|------------|---------------|-------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| By the end of Primary pupils should know: | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Families and the people who care for me | (R1) that families are important for children growing up because they can give love, security and stability | | | | | ✓ | ✓ | | | | | ✓ | |
| | (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 | | | | | ✓ | ✓ | | | | | ✓ | |
| | (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 | | | | | ✓ | ✓ | | | | | ✓ | |
| | (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 | | | | | ✓ | ✓ | | | | | ✓ | |
| | (R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong | | | | | | | | | | | ✓ | |
| | (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 | | | | | | ✓ | | | | | ✓ | |
| | | | | | | | | | | | | | |

| Relationships Education | | Year 1 - Ages 5-6 | | | | | | Year 2 - Ages 6-7 | | | | | |
|---|--|----------------------|------------------------|------------------|------------|---------------|-------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| By the end of Primary pupils should know: | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Caring friendships | (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends | ✓ | ✓ | | | ✓ | | | ✓ | | | ✓ | |
| | (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties | ✓ | ✓ | | | | | | ✓ | | | ✓ | |
| | (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded | ✓ | ✓ | | | ✓ | | | ✓ | | | ✓ | |
| | (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 | | ✓ | | | ✓ | | | ✓ | | | | |
| | (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 or advice from others, if needed | | ✓ | | | ✓ | | | ✓ | | | ✓ | |

| Relationships Education | | Year 1 - Ages 5-6 | | | | | | Year 2 - Ages 6-7 | | | | | |
|---|--|----------------------|------------------------|------------------|------------|---------------|-------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| By the end of Primary pupils should know: | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Respectful relationships | (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 | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | | ✓ | |
| | (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships | ✓ | ✓ | | | ✓ | | ✓ | ✓ | ✓ | | | |
| | (R14) the conventions of courtesy and manners | ✓ | | | | | ✓ | ✓ | ✓ | ✓ | | | |
| | (R15) the importance of self-respect and how this links to their own happiness | | | | | ✓ | ✓ | ✓ | | ✓ | | | ✓ |
| | (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 | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | |
| | (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 | | ✓ | | | | | | ✓ | | | | |
| | (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive | | | | | | | | ✓ | | | | |
| | (R19) the importance of permission-seeking and giving in relationships with friends, peers and adults | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |

| Relationships Education | | Year 1 - Ages 5-6 | | | | | | Year 2 - Ages 6-7 | | | | | |
|---|--|----------------------|------------------------|------------------|------------|---------------|-------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| By the end of Primary pupils should know: | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Being safe | (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) | | ✓ | | | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ |
| | (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 | | | | | | ✓ | | | | | ✓ | ✓ |
| | (R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact | | | | | ✓ | ✓ | | | | | ✓ | ✓ |
| | (R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know | | | | | ✓ | | | | | | ✓ | |
| | (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult | | ✓ | | | | ✓ | ✓ | ✓ | | | ✓ | ✓ |
| | (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard | | ✓ | | | ✓ | | ✓ | | | | ✓ | ✓ |
| | (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so | | ✓ | | | | | | ✓ | | | ✓ | ✓ |
| | (R32) where to get advice e.g. family, school and/or other sources | | ✓ | | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ |

| Physical Health and Mental Wellbeing By the end of Primary pupils should know: | | Year 1 - Ages 5-6 | | | | | | Year 2 - Ages 6-7 | | | | | |
|---|--|----------------------|------------------------|------------------|------------|---------------|-------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Internet safety and harms | (H11) that for most people the internet is an integral part of life and has many benefits | | | | | | | | ✓ | | | | |
| | (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 | | | | | | | | ✓ | | | | |
| | (H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private | | | | | | | | ✓ | | | | |
| | (H14) why social media, some computer games and online gaming, for example, are age restricted | | | | | | | | | | | | |
| | (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 | | | | | | | | ✓ | | | ✓ | |
| | (H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted | | | | | | | | | | | | |
| | (H17) where and how to report concerns and get support with issues online | | | | | | | | | ✓ | | | |

| Physical Health and Mental Wellbeing By the end of Primary pupils should know: | | Year 1 - Ages 5-6 | | | | | Year 2 - Ages 6-7 | | | | | | |
|---|---|----------------------|------------------------|------------------|------------|---------------|-------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Physical health and fitness | (H18) the characteristics and mental and physical benefits of an active lifestyle | | | ✓ | | | | | | | ✓ | | |
| | (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 | | | ✓ | | | | | | | ✓ | | |
| | (H20) the risks associated with an inactive lifestyle (including obesity) | | | ✓ | | | | | | | ✓ | | |
| | (H21) how and when to seek support including which adults to speak to in school if they are worried about their health | | | | | | | | | | ✓ | | |

| Physical Health and Mental Wellbeing By the end of Primary pupils should know: | | Year 1 - Ages 5-6 | | | | | Year 2 - Ages 6-7 | | | | | | |
|---|---|----------------------|------------------------|------------------|------------|---------------|-------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Healthy eating | (H22) what constitutes a healthy diet (including understanding calories and other nutritional content) | | | | ✓ | | | | | | ✓ | | |
| | (H23) the principles of planning and preparing a range of healthy meals | | | | ✓ | | | | | | ✓ | | |
| | (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) | | | | ✓ | | | | | | ✓ | | |

Appendix 2: RHE Jigsaw Learning Intentions – Early Years Foundation Stage (N.B. Learning intentions are interwoven throughout the EYFS curriculum and support Personal Social Emotional outcomes)

Being Me in My World

- I understand how it feels to belong and that we are similar and different
- I can start to recognise and manage my feelings
- I understand why it is good to be kind and use gentle hands

Celebrating Differences

- I can identify something I am good at and understand everyone is good at different things
- I understand that being different makes us all special
- I know we are all different but the same in some ways
- I can tell you how to be a kind friend
- I know which words to use to stand up for myself when someone says or does something unkind

Dreams and Goals

- I can use kind words to encourage people

Healthy Me

- I understand that I need to exercise to keep my body healthy
- I understand how moving and resting are good for my body

- I know which foods are healthy and not so healthy and can make healthy eating choices
- I know how to help myself go to sleep and understand why sleep is good for me
- I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet
- I know what a stranger is and how to stay safe if a stranger approaches me

Relationships

- I can identify some of the jobs I do in my family and how I feel like I belong
- I know how to make friends to stop myself from feeling lonely
- I can think of ways to solve problems and stay friends
- I am starting to understand the impact of unkind words
- I can use Calm Me time to manage my feelings
- I know how to be a good friend

Changing Me

- I can name parts of the body
- I can tell you some things I can do and foods I can eat to be healthy
- I understand that we all grow from babies to adults

Appendix 3: Jigsaw Safeguarding Curriculum Map

| Year Group | Puzzle (unit) | Piece (lesson) | Content | Link to safeguarding |
|------------|------------------------|----------------------------------|--|--|
| F1/2 | Celebrating Difference | 6 – Standing up for yourself | Children learn how to improve things if they don't like what someone says or does to them. | Children are given the opportunity to practise the phrase, 'Please don't do that, I don't like it'; they are also reminded that if someone says that to them, they have to stop whatever they are doing to cause another child to say the phrase. |
| F1/2 | Healthy Me | 6 – Stranger Danger | Using stories like 'Never Talk to Strangers', children discuss with suggestions about what they could do to keep themselves safe. | Children are encouraged to think about what they could do if they don't feel safe, and who they can go to if they feel unsafe. The message, 'Say NO and DON'T GO!' is reinforced throughout the lesson, particularly when discussing grown-ups who approach children inappropriately and ask for their help. |
| F1/2 | Relationships | 4 & 5 – Falling out and bullying | Children explore how they feel if someone says something unkind to them. | These lessons encourage children to take responsibility for their words and actions and to help them know who to go to if they need help. Calm Me time is used to help children manage their feelings. |
| F1/2 | Changing Me | 2 – Respecting my body | Reinforcing the concept that our bodies are our own, are precious and need looking after. | This lesson helps to reinforce how children can take responsibility for their bodies (to a point) and how to look after themselves. |
| 1 | Celebrating Difference | 3 – What is bullying? | Children learn how to improve things if they don't like what someone says or does to them. | This lesson, and indeed the whole Puzzle, reinforces the messages about tolerance, difference and similarity, and how to be a better friend, and how to deal with bullying if it arises. |
| 1 | Celebrating Difference | 4 – What do I do about bullying? | | |
| 1 | Relationships | 4 – People who help us | Using the scenario cards (or make up your own), children act out scenarios showing when they can ask for help and from whom they can receive help. | If children find something unsuitable on a computer, or see/hear something that they feel uncomfortable about, practise with them who they can ask for help and what they can say. |
| 1 | Changing Me | 4 – Boys' and Girls' Bodies | Children identify the parts of the body that make boys different to girls and can use the correct, scientific names for them | By using correct terminology for part of the body, children can learn to respect their own and others' bodies and understand which parts are private (meaning 'special and important', not 'guilty' or 'not very nice'). |
| 2 | Being Me in My World | 2 – Rights and Responsibilities | Children learn about their rights, how to uphold them for themselves and others, and how rights come with responsibilities. | This lesson helps children understand that all children have the right to be safe, healthy, happy and to learn. |

| | | | | |
|---|------------------------|---|---|--|
| 2 | Celebrating Difference | 3 – Why does bullying happen? | Identifying that bullying is sometimes about difference allows children to understand more and to decide not to bully. | This lesson, and indeed the whole Puzzle, reinforces the messages about tolerance, difference and similarity, and how to deal with bullying if it arises (where to go for help, what to say and do in a bullying situation). |
| 2 | Celebrating Difference | 4 – Standing up for myself and others | Children are empowered to know what is right and wrong and to look after themselves. | |
| 2 | Relationship | 2 – Keeping safe – exploring physical contact | The lesson focuses on how there are many different forms of physical contact within a family – and some of this is acceptable and some is not. | Children can think about which types of physical contact they like, which they don't like, and they can talk about this in a safe way and know it is OK to say they don't want to be touched in that way e.g. punched or hugged if that is how they feel. Some of the lesson is taught through stories. Teachers are encouraged to be vigilant throughout this lesson. This lesson, along with others in previous year groups, highlights why teaching about consent is important from such a young age. |
| 2 | Relationship | 4 – Secrets | Children learn that sometimes secrets are good and sometimes they are not good – and how they feel if they are asked to keep a secret they don't want to keep, and who to talk to about it. | Through understanding about good secrets and 'worry' secrets, children can practise giving advice to Jigsaw Jo to help with any 'worry' secrets. Teachers can emphasise that 'worry' secrets need to be told to an adult and not kept inside. |