



Brize Norton Primary School

PSHE & RSHE Policy

Striving, Helping, Inspiring, Nurturing, Excelling

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|---|-------------------------------|
| Title of Policy | PSHE & RSHE Policy |
| Date Adopted by the Governing Body | Jan 2023 |
| Review Date | Jan 2024 |
| Signed by the Chair of Governors | |

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.

PSHE

At Brize Norton 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. The overview of the programme can be seen on the school website.

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."

DfE Guidance p.8

"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

Here, at Brize Norton 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, Safer Together programme (Y3 &4) and supplemented with the programme of work supplied by the school nurse team (Y5 & Y6).

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children’s needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 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).

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

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 |
|------------------|------------------------|--|
| 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 and homophobic bullying included) and understanding |
| 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 | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise <i>YR 3 & 4 receive the Safer Together programme during this time. (See RSE Policy and Appendix A)</i> |
| Summer 1: | Relationships | Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss |
| Summer 2: | Changing Me | Includes Relationships and Sex Education in the context of coping positively with change <i>Yr 3&4 complete the 'Healthy Me' unit from Spring 2.</i> |

At Brize Norton Primary School we have mixed classes in KS1 and KS2, and our Reception class are taught discretely. As a result, the majority of our curriculum for the mixed classes in KS1 and KS2 are taught in a 3 year cycle. For PSHE we teach in a 2 year cycle within the upper school and the lower school so we can deliver the topics in an age appropriate way.

| Years 1 - 3 | | |
|----------------------|-------------------------|-------------------------|
| | 2022 -2023 | 2023-2024 |
| Hurricanes (Yrs 1&2) | Year 1 Focus Curriculum | Year 2 Focus Curriculum |
| Hercules (Yrs 2&3) | Year 3 Focus Curriculum | Year 2 Focus Curriculum |

| Years 4 - 6 | | |
|--------------------|-------------------------|-------------------------|
| | 2022-2023 | 2023-2024 |
| Voyagers (Yrs 4&5) | Year 4 Focus Curriculum | Year 5 Focus Curriculum |
| Falcons (Yrs 5&6) | Year 6 Focus Curriculum | Year 5 Focus Curriculum |

At Brize Norton Primary School we allocate a minimum of 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:

Assemblies and collective worship, praise and reward system, 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 and we prioritize these lesson on a Monday.

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.

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).

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.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

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 Brize Norton Primary School, we believe children should understand the facts about human reproduction before they leave primary school so we use the Jigsaw PHSE scheme of work, Sex Education refers to "Human Reproduction". Understanding human reproduction, conception and puberty is introduced in Years 4 and 5 and then puberty, conception and childbirth is age appropriately covered in Years 5 & 6.

A consultation with parents took place in 2020-2021; another is scheduled for 2022-2023 to account for the new curriculum scheme of work.

Parents' right to request their child be excused from Sex Education

If a parent wishes their child to be withdrawn from all, or part of sex education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The parent should then inform the headteacher in writing of their decision and the school will keep this on record. The school always complies with the wishes of parents in this regard but values the opportunity to discuss concerns before a final decision is made. The request to withdraw will be reviewed annually with parents.

British Values – The Rule of Law

During the summer term, on a 2 year cycle, in Year 5 and Year 6 we deliver a 10-week programme called Project 10. This teaches the children about British Rule of Law as they reach the age where they can be held to account for their accounts by the law. This programme is delivered with the support of the local Police Community Support Officer. (see appendix C)

Monitoring and Review

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

ethos.

Equality

This policy will inform the school's Equalities Plan.

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..."

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At Brize Norton 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 be in tension with our approach to some aspects of Relationships, Health and Sex Education.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see:

'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

APPENDIX A

SAFER TOGETHER PROGRAMME OUTCOMES

| Year 3 Learning Outcomes by session themes | | | | | | | |
|--|--|--|---|--|--|--|--|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Confident Me | Feelings | Feeling Safe | Feeling Unsafe – Early Warning signs | Me and My Body | Safety continuum | Who Should I Tell | What Have we learnt |
| <p>I can walk in confident ways</p> <p>I can talk about things that are positive about me.</p> <p>I can share a positive thing about a friend or someone in my class.</p> <p>I can discuss the class rules and how they make me feel.</p> <p>I can describe how I feel today</p> | <p>I can recognise different feelings.</p> <p>I understand that I can feel different feelings at the same time.</p> <p>I know if I am worried, confused or scared, I can do something.</p> <p>I know 'I have the right to feel safe all the time'.</p> | <p>I do know I have choices about my behaviour.</p> <p>I know how I feel when I am safe</p> <p>I know where my safe places are.</p> <p>I know that feelings are feelings, they're neither good or bad.</p> | <p>I can recognise my EWS</p> <p>I can identify behaviours of other people that make me feel unsafe or uncomfortable.</p> <p>I can share ideas of when I have experienced my EWS and think of things I did or could do to reduce them</p> | <p>I understand the difference between safe and unsafe things like touches, secrets.</p> <p>I can identify various parts of my body and know my family name for them and what the proper name is</p> | <p>I know that sometimes it is fun to feel scared</p> <p>I know that sometimes I can risk on purpose to try something new and fun</p> <p>I can use STOP, THINK, DO if I start to feel unsafe</p> | <p>I know the skills and character of someone who could help me</p> <p>I can give an example of a time when I have asked for help and how that made me feel.</p> <p>I have a network of people who can help me feel safe, in school and outside of school</p> <p>I know ' I can talk with someone about anything, even if it's awful or small'</p> | <p>I can discuss different situations and identify some of the choices I could make.</p> <p>I know I have the right to feel safe and I can talk with someone if I don't feel safe.</p> |

Year 4 Learning Outcomes by session themes

| 1 Confident Me | 2 Feelings & Feeling safe | 3 Feeling Unsafe Early Warning signs | 4 Feeling Unsafe - safety continuum | 5 Who Should I Tell | 6 Me and My Body | 7 Internet safety | 8 What Have we learnt |
|--|--|--|---|---|--|---|--|
| <p>I can list key characteristics of a confident person</p> <p>I can identify a time or situation when I am confident.</p> <p>I can give an example of a time or situation when I don't feel confident</p> <p>I can list my own strengths and skills</p> <p>I can say what the characteristics of a good friendship are.</p> | <p>I know about the UN Convention of Rights of a Child and how these help children be safe.</p> <p>I understand that the behaviour of some people can affect the rights of others.</p> <p>I know that with all rights comes responsibilities.</p> <p>I know 'I have the right to feel safe all the time'</p> | <p>I recognise a range of feelings</p> <p>I can recognise my Early Warning Signs (EWS)</p> <p>I understand that my EWS are important and can tell me to get help in an unsafe situation.</p> | <p>I understand the difference between a risk on purpose and when something is unsafe.</p> <p>I can recognise that dares are not always safe.</p> <p>I know some ways to say no when I feel unsafe.</p> | <p>I understand that telling someone on my Network Hand about my worries can help me deal with them and feel safer.</p> <p>I can recognise that different people can help me with different things.</p> <p>I know that it is important to review the people on my Helping Hand network and know who else I can talk to in an emergency.</p> | <p>I understand the difference between treats, bribes and threats and how to keep myself safe.</p> <p>I can understand the difference between unsafe secrets and when to tell.</p> | <p>I can identify various digital technologies</p> <p>I can describe how and when I use these technologies</p> <p>I can identify some safety rules for using digital technologies</p> | <p>I can discuss different situations and identify some of the choices I could make.</p> <p>I know I have the right to feel safe and I can talk with someone if I don't feel safe.</p> |

APPENDIX B**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 guidance states that, by the end of primary school:

| | Pupils should know... | How Jigsaw provides the solution |
|--|--|--|
| Families and people who care for me | <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. • that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (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). • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World |
| Online relationships | <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. | <p>All of these aspects are covered in lessons within the Puzzles</p> |

| | | |
|-------------------|---|--|
| | <ul style="list-style-type: none"> • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. | <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference |
| Being safe | <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference |

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 |
|-------------------------|--|--|
| Mental wellbeing | <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • 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). | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference |

| | | |
|------------------------------------|---|---|
| | <ul style="list-style-type: none"> it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. | |
| Internet safety and harms | <ul style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. why social media, some computer games and online gaming, for example, are age restricted. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. where and how to report concerns and get support with issues online. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Relationships Healthy Me |
| Physical health and fitness | <ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. the risks associated with an inactive lifestyle (including obesity). how and when to seek support including which adults to speak to in school if they are worried about their health. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Healthy Me |
| Healthy eating | <ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and preparing a range of healthy meals. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Healthy Me |

| | | |
|-----------------------------------|--|---|
| | <ul style="list-style-type: none"> the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). | |
| Drugs, alcohol and tobacco | <ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. the facts and science relating to immunisation and vaccination | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Healthy Me |
| Basic first aid | <ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. concepts of basic first-aid, for example dealing with common injuries, including head injuries. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Healthy Me |
| Changing adolescent body | <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Changing Me Healthy Me |

APPENDIX C

Project TEN – Scheme of work about criminal responsibility and rights of young people. June 2020

Aim: A 10 session scheme of work to raise awareness in young people of their responsibilities and rights regarding crime, as well as the support networks to keep them and others safe

Each session is up to one hour long, but can be adapted to suit local needs

Each session has a powerpoint and core worksheet.

Each session is adaptable for KS1-2, KS3-4 and post 16. To aid this each session contains teacher notes that explain what the core concepts are for that session, with development activities and extension activities, **alongside the powerpoint and the worksheet**. These may be used in different ways. For example, the core concepts may form the whole session for younger students or less able students or those with additional learning needs. For older or more able students, they may work through the core concepts quickly and then into the development and extension activities. The activities in the powerpoints can be used to supplement or instead of the worksheet activities. Where the ppt does not specify level, the information is relevant to all ages. We have left them deliberately non-prescriptive to allow teachers flexibility to meet the needs of their own setting.

If teachers have any question or need support please email safeguardinginpartnership@gmail.com

The scheme of work covers three broad themes; keeping safe from crimes and risks, age of criminal responsibility, how to report crime and seek support from others.

Each session is accompanied by a supporting powerpoint with notes for teachers, linked worksheets and activities. There is also an optional workbook. Children can complete all work in their usual school PSHE book, or if desired, all of some of the workbook can be used.

The 10 sessions are based around the following 10 points

1. You can be the victim of a crime at any age, this includes unborn children, babies, children, and young people. There are times when you might not know or feel like you are a victim of a crime, when others groom or trick you. The Police are there to help you and all of us.
2. Everyone needs to be safe at home. If you or someone living with you, doesn't feel safe, or feels controlled, or is being made to do things they don't want to do, this is domestic abuse. You all need help.
3. If anyone is hurting you physically, sexually, or emotionally, they are abusing you, even if it is someone you know or love, it is still abuse. You have a right to be safe. This includes being safe from sexting, online abuse, cyber-bullying, sexual/drug exploitation.

4. Any abuse and attacks on people are illegal, those which are racist, homophobic, about their faith, or their disabilities, are hate crimes. You have a right to be you, without fear.
5. Ten years is the age when you are held to be responsible in law for what you say and do. If you break the law, you risk getting a criminal record, which will affect your opportunities in life in the future.
6. We all need to control ourselves. If you damage buildings, or cars, or the environment, or take risks, you will be seen as responsible for what you have done, it will be reported, and you may be charged, by the Police.
7. Taking anything that doesn't belong to you, without the owner's permission, is stealing. Stealing is a crime.
8. The laws for the sale and use of alcohol and drugs keep us all healthy and safe. Using, transporting, and selling drugs and legal highs, are dangerous for you and for those around you. The misuse of alcohol and drugs destroys lives: your life, your family's life, and the lives of people in the community who may be affected.
9. It is illegal to carry and threaten people with a knife or a weapon. Knives and weapons kill people.
10. We all need each other. You can help yourself and those around you by knowing the law and supporting the Police. If a crime is happening, or you or someone is being hurt, call 999 for immediate help or 101 to report it.

Notes for teachers:

All sessions can be adapted to suit the needs of learners in the classroom and the time available

Teachers may consider accompanying the series of lessons with a display board to celebrate student work and to reinforce learning, or with a parent meeting, or with an assembly led by the children

Ground rules:

It is advised that at the start of the series of sessions, the teacher agrees ground rules with the students. This is to ensure respect and trust and to agree vocabulary, as well as to ensure students feel safe discussion potentially sensitive issues. Ground rules should be shown at the start of every lesson. Ground rules can be generated collectively by the students, or decided in advance by the teacher.

Jigsaw PSHE documents needed to explain this policy:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)
- Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?