



Manby Lodge Infant School Relationships Education, Sex Education and Health Education Policy

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1. Introduction

1.1 “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.” (DfE, Department of Education 2019).

1.2 At Manby Lodge Infant School, **we follow the DfE statutory curriculum *Relationships Education, Relationships and Sex Education (RSE) and Health Education (revised July 2025)* associated statutory guidance (enforced from Sept 2026)** and advice from the PSHE Association (Appendix A), to inform our Relationships Education and Health Education (RHE) offer in school. We deliver the curriculum using the Jigsaw PSHE Scheme (Appendix D), as well as content covered in the Science, Computing and Religious Education National curriculum. We cover the objectives set out in Appendix A up to the end of Year 2 (as detailed by the PSHE Association) even though the DfE guidance for Primary Schools covers objectives up until the end of KS2 and Secondary School.

1.3 Relationships, Sex and Health Education must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of the pupils and parents in our community. It is taught in a factual way, referring to rights and responsibilities within a legal framework. We also reflect British Values in the way we teach our pupils about relationships and health.

1.4 Under the provisions of the 2010 Equality Act, we do not discriminate against pupils because of their age, sex, race, disability, religion or belief, or sexual orientation. We make reasonable adjustments to ensure children who are disadvantaged or have Special Educational Needs or Disability are able to access and participate in all lessons.

1.5 At Manby Lodge Infant School we teach Relationships, Sex and Health Education as set out in this policy.

2. Parties involved in the policy’s development and consultation

2.1 This policy has been developed in consultation with the following:

- PSHE (Personal, Social, Health and Economic) leader
- Senior Leadership Team
- Parents views’ and opinions regarding the RSHE policy content and implementation in school.
- Headteacher
- Governing Body

2.2 The consultation and policy process involves the following steps:

- Review – The PSHE lead worked closely with the Deputy Head to review all relevant information including national and local guidance
- The policy was shared with staff, where recommendations and changes were made as necessary
- **A meeting held where all parents were invited and shown the policy. The policy was then shared with all parents and carers. Questions from parents and carers will be considered as part of the consultation and the policy adapted as necessary**
- Curriculum review – we researched whether our Jigsaw scheme was relevant and appropriate for our pupils, considering sessions they have particularly enjoyed
- We researched statutory and non-statutory content that we wanted to include in our RSHE offer to pupils
- Ratification – once amendments were made, the policy was shared with governors and ratified.

2.3 All school personnel, parents and carers have been made aware of this policy. This policy will be made available to view via the schools’ website. Hard copies will also be available at the school office if necessary.

The policy will be reviewed annually.

3. Definition of Relationships, Sex and Health Education

3.1 As an Infant School our RSHE is about the emotional, social and cultural development of pupils, and primarily involves learning about relationships, healthy lifestyles, diversity and personal identity.

3.2 RSHE is learning accurate and age appropriate skills, attitudes and knowledge about the body and gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and helps children to understand how to stay safe both on and offline.

3.3 RSHE involves a combination of sharing information, and exploring issues and values through assemblies, circle time, group sessions and other enrichment activities. RSHE is not about the promotion of sexual activity. As an Infant School, we teach the children correct terminology for body parts of humans and animals. We look at the human body as it grows and changes as well as the life cycles of humans and animals. This content is statutory as part of the Science National Curriculum. **We are not teaching any other aspects of Sex Education as defined by the RSHE curriculum.**

3.4 We will be planning for specific lessons related to teaching about CONSENT during Changing Me topic in Summer term 2 as this is linked to safe touch and being able to say no when we don't like something.

3.5 In line with the revised statutory RSHE guidance (2025), teaching is factual, impartial and age-appropriate. Staff do not endorse or promote any contested social or political viewpoints. Pupils are taught the facts and the law in an objective manner, within the framework of the Equality Act 2010 and safeguarding guidance.

4. Why we teach Relationship and Health Education (RSHE)

4.1 RSHE promotes lifelong learning about:

- The spiritual, moral, cultural, emotional and physical development of children at the school and in society
- Acquiring skills and attitudes which prepare them to learn about loving and stable relationships
- Respect, responsibility, love and care
- Sexuality and health
- Provides the opportunity for children to understand and cope with personal safety, helping them to recognise safe and unsafe situations and identify and be able to talk to someone they trust.
- Developing critical thinking as part of decision-making and exercise some basic techniques for resisting peer group pressure
- Developing acceptable vocabulary for communication about their bodies
- Consider and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.
- Positive attitudes and identifying and sharing their feelings with each other
- To understand what a family unit may look like and to understand the differences between different family units and family life
- To learn how to make good, informed and safe choices concerning relationships and healthy lifestyles.
- To be able to make safe choices online and to have the knowledge and skills to deal with unknown events which they do or don't like.
- To learn how to be able to give and ask for consent and respect the choice of others when they say "no" and to know when they do or don't like something, or when something is unacceptable/ acceptable and when actions are uncomfortable or comfortable.
- **Recognising emerging safeguarding risks linked to online activity, including harmful online content and inappropriate contact.**
- **Developing early understanding of personal safety in public spaces and local environments.**
- **Supporting pupils' emotional wellbeing, including recognising loneliness, change and loss.**

4.2 We want the teaching of RSHE and PSHE to put in place the key building blocks of healthy, respectful relationships, focusing particularly on healthy, respectful relationships (family and friendships), in all contexts,

including online. We aim to foster a positive culture so children are able to develop lifelong learning about physical, moral and emotional development with a priority of focusing on physical and mental health. This will complement the essential understanding of how to be healthy. We aim to support children with their development of self-respect and empathy for others as well as managing conflict and their understanding of keeping safe as they get older.

5. Aims and outcomes

5.1 The aims of RSHE at Manby Lodge are:

- To provide age appropriate health and relationships education which comply with DfE guidelines
- To consider the needs of all pupils taking into account gender, religion, ethnicity and SEN, including disability
- To create a climate that encourages children to identify and express their views and feelings and to respect the views of others
- To give them an understanding of growth and change, and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Respect for rights and responsibilities within relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To provide a framework in which sensitive discussions can take place
- To promote openness and security, so that children feel able to ask questions
- To develop confidence in talking, listening and thinking about feelings and relationships
- Be aware that feelings and actions have an impact on others
- To enable pupils to develop the ability to form positive relationships
- To recognise and accept the similarities and differences between themselves and others, and treat others with sensitivity
- To learn the value of respect, love and care
- To understand that families can look different to their own family (e.g. single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures)
- To emphasise the role and value of family life and the importance of stable relationships for caring and sharing
- To encourage all children to value themselves and others and to develop self-esteem and a positive self-image
- To help children understand their bodies and prepare children for 'growing up'
- To equip children with the appropriate personal skills needed to make sensible choices, which enable them to protect themselves and ask for help and support
- To enable children to initiate reasoned and informed decision making, including saying 'no' to unacceptable behaviour
- To recognise safe and unsafe situations.
- Appreciate that different, successful family structures exist
- Understanding diversity regarding religion, gender, culture and sexual orientation
- Importance of striving to reduce intolerance and discrimination
- Acceptance of difference and diversity
- Promote gender equality and equality in relationships
- Challenge gender stereotypes and inequality
- Develop spiritual, moral, social and cultural awareness in line with the 2010 Equality Act and the schools' safeguarding and child protection protocols.

5.2 At Manby Lodge we believe that a carefully formulated programme for RSHE is crucial if we are to prepare children to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. These aims have been formulated in line with our school ethos, values and safeguarding principles.

5.3 The school will promote an atmosphere that allows questioning where any questions raised will be answered accurately with sensitivity and related to family life, loving relationships and respect for others.

5.4 We will support children in helping them to understand themselves, respect others and how to sustain healthy relationships. All children should feel at ease with themselves and around other people as they grow and develop.

5.5 We are clear that parents and carers are the prime educators for children on many of these matters. At MANBY LODGE, we want to complement and reinforce this teaching by providing children with adequate subject knowledge which builds on their prior knowledge in line with statutory guidance and parent views.

6. Who teaches RSHE? How it is organised within the curriculum?

6.1 Relationship and Health Education is taught within the Personal, Social, Health and Economic (PSHE) curriculum. Biological aspects of RSHE are taught within the Science curriculum, and other aspects are included in Religious Education (RE) and the Computing curriculum. During every lesson where children will be using computers, teachers recap e-safety and how to stay safe online through a short starter. Teachers set ground rules for using the computers and children know the expectations and how to stay safe online. These ground rules are revisited every time computers are used. Teachers will use correct biological terms (including vagina, vulva, penis, testicles, anus, nipples and breasts) and will encourage children to do the same. We understand it is vital that the language used is clear, agreed by all staff and is non-offensive.

6.2 At Manby Lodge, we use the Jigsaw scheme of work to deliver our PSHE and RSHE lessons (Appendix A). Each lesson is differentiated for children and appropriate to each of the age groups we teach. Within these lessons, children are encouraged to contribute, share ideas and express their own opinions in a safe and non-judgemental environment. Each week, we allocate time to PSHE in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. We will be using the resources from PSHE Association to support the explicit, stand-alone teaching on consent. These lessons will be differentiated as appropriate for each year group and specific classes.

6.3 These explicit lessons are reinforced and enhanced in many ways including; assemblies, praise and reward systems, mindfulness, our school behavior policy, circle time, trips and visits, workshops, national charity events and celebrations (e.g. Anti-bullying day or week, Children in Need, Safer Internet day), through relationships child to child, adult to child and adult to adult across the school. We have an ELSA (Emotional Literacy Support Assistant) who delivers targeted support as necessary. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

6.4 Class teachers deliver the weekly lessons to their own classes. Teachers will ensure all children are able to access the PSHE/ RSHE lessons and will provide additional support where necessary. Teachers are aware of individual needs in the class and will seek to support parents with extra resources for individual circumstances.

6.5 Relationships Education (Appendix A) focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

6.6 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. Staff will be sensitive to the range of different family situations and groupings.

6.7 Work will be covered with individuals, groups or whole class as appropriate. In delivering the programme for RSHE the school will seek the advice of the School Nurse and other experts, where appropriate.

6.8 Health Education (Appendix A) focuses on teaching the characteristics of good **physical health, mental wellbeing and personal safety**. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health. This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and includes:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing body
- **Personal safety in familiar and unfamiliar environments**
- **Managing change, loss and early experiences of grief**

6.9 Zones of Regulation.

We also teach explicit Zones of Regulation stand-alone lessons to every year group. These lessons will equip children with the knowledge and skills to be able to regulate their own emotions during everyday situations which may arise or when there is a change in emotion. During these lessons, we provide children with tools and strategies to manage their own emotion and help them gain an understanding of what strategy they could use to get back in control. See Appendix F.

7. Non statutory coverage

7.1 At Manby Lodge, we recognise that alongside the statutory elements of the curriculum, **it is also important to cover additional safeguarding and statutory-linked content alongside the core RSHE curriculum**. We have indicated the following areas as a priority alongside our statutory duty to cover the curriculum requirements:

- Prevent duty, linked to British Values and tolerance and respect
- Female Genital Mutilation, linked to safe touch
- Our safe people (social services/police/fire service/ambulance)
- Peer on peer abuse
- Child sexual exploitation and grooming
- Fire safety
- Safety in the local environment such as road, rail and water safety
- Protective behaviours
- Sun safety
- Money and economic outcomes linked to mathematics
- Eco-awareness and sustainability including Eco councillors and Forest School
- **Online harms linked to rapidly changing technology (including image manipulation and harmful online influences)**

These sensitive areas will be addressed in an age appropriate way and therefore not all of this terminology will be used with the children.

8. Inclusion and support

8.1 This policy reflects and is in line with the school Equal Opportunities policy and the school ensures that the Relationship and Health teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers make sure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background. **This includes recognising and valuing families of many forms, including single parent families, same-sex parents, adoptive families, foster families and kinship care arrangements.**

8.2 RSHE strives to meet the needs of all pupils and deals honestly and sensitively to topics or questions which arise, answers appropriate questions and offers support to those who need it.

9. Parental involvement- right to withdraw

9.1 Parents do not have the right to withdraw their children from all, or part of the Relationships Education or Health Education Curriculum. Nor do parents have the right to withdraw their children from the Science Curriculum. As MANBY LODGE is an Infant School, we are not teaching any aspects of Sex Education outside of the statutory Science curriculum. Therefore parents do not have the right to withdraw their children.

Parents are welcome to discuss the content of our Relationships Education, Health Education and PSHE curriculum if they have any concerns. Parents can refer to the additional information available which gives a summary of how and what we are teaching (see Appendix E). Specific lesson content will be shared with parents prior to the 'Changing Me' topic. We provide parents with access to all resources we use to teach PSHE. If parents would like to see any resources they should contact or ask their child's class teacher.

9.2 Parents are also made aware that the RSHE curriculum is essential in supporting MANBY LODGE's statutory duty to:

- safeguard and promote the welfare of their children
- adhere to the 2010 Equality Act
- encourage the spiritual, moral, social, and cultural development of pupils
- foster British Values (see Appendix C)

9.3 During consultation, parents requested an information session at the start of the Changing Me topic in the Summer term. This has been offered each year, and is usually attended well by parents.

9.4 Jigsaw has recently allowed parent access to materials on a half termly basis (previously under copywrite restrictions). School will share this access to parents as requested via an email address with password.

9.5 In line with statutory guidance (2025), parents and carers have the right to be informed about the RSHE curriculum and to request access to teaching materials. Manby Lodge Infant School is committed to transparency and open communication and will share information proactively.

10. Pupil involvement

10.1 We involve pupils in the continuous evaluation and monitoring of PSHE and RSHE lessons through the teaching and learning approach. We encourage dialogue from children in order to provide feedback on lessons and learning and to give children the chance to sharing their ideas and thoughts. For example School Council are involved in reviewing and writing Manby's Golden Rules. Teachers are able to monitor and adapt learning

according to pupil views. Our School Council and Eco-Council also ensure pupil voice is heard. School Council embodies the British Values of democracy, tolerance, respect, liberty and the rule of law.

11. How the school responds to specific issues related to Relationships and Health Education

11.1 Staff are aware that parental views around teaching Relationships, Sex and Health Education are mixed. At MANBY LODGE, we aim to share specific information about the content that will be taught to children, which will hopefully be reassuring to parents/carers. However, ultimately the content is statutory, and the school has a duty to ensure the curriculum is covered.

11.2 Children will have formal and informal questions relating to Relationships and Health Education, and these are answered according to the age and maturity of the children we teach in line with statutory guidance and curriculum content. Teachers are vigilant and able to use their professional judgement when answering questions.

11.3 Children's questions may be unpredictable in their content and in the school context teachers will always attempt to give straightforward, factual answers, whilst making judgements such as:

- Whether to answer immediately or at a later time
- Whether to answer in the whole class situation or on an individual basis
- In what depth to frame the answer
- Whether to refer the question to parents to be addressed at a later time.

Please see useful links at the end of the document:

- **How to talk to your kids about sex: an age by age guide**
- **NSPCC Talking about difficult topics.**

12. Ground rules

12.1 It is important to establish ground rules so that children and adults can discuss topics and share ideas in a safe, non-judgmental environment where adults and children are confident that they will be respected. These specific ground rules will be established with children at the beginning of the RSHE sessions and will be referred to throughout. These ground rules are likely to be in line with general class and school rules and expectations.

13. Confidentiality and child protection issues

13.1 Discussion about relationships or health may prompt a pupil to disclose about sensitive topics. If a staff member believes a child is at risk or in danger or has concerns about information that was disclosed then it is the staff members responsibility to report this to the Designated Safeguarding Lead and take action according to the school Safeguarding Policy. Staff will not make promises to children to keep information private, and will always act with the best interests of the child in mind. The child will be supported by staff as necessary and safeguarding procedures will be followed.

14. How Relationships Education and Health Education is monitored, evaluated and assessed

14.1 All pupils have equal access to the RSHE/PSHE opportunities and teaching in school. The subject is monitored and evaluated throughout the year. We take into consideration pupils' needs, maturity, age, ability and personal circumstances. There is no formal assessment as part of the RSHE or PSHE curriculum but class teachers will use knowledge of children, community and discussion points from previous lessons to assess pupils' understanding and progress in the subject. We will assess through drawings, discussion, task outcomes, questioning and observation of the children. This will help teachers plan and adapt subsequent lessons and discussions. At the end of the year teachers will review the RSHE programme that they have implemented and pass comments onto the subject lead to include in their monitoring cycle.

15. Monitoring arrangements

15.1 The delivery of RSHE is monitored by the PSHE Lead in liaison with the Senior Leadership Team through:

- monitoring of planning
- learning walks
- discussions with pupils
- gathering views of staff/parents and others
- Professional reading and CPD linked to the subject

16. Training for staff

16.1 Staff are trained on the delivery of RSHE as part of the programme of Continuing Professional Development. As PSHE and RSHE is statutory, new and relevant training will be available for staff to ensure they are confident with delivering the new content. Staff are kept informed of developments in key aspects of RSHE, including links with safeguarding, inclusion, equality, child protection and anti-bullying, through regular training provided at staff meetings and INSET days.

16.2 Visitors will also be invited to the school, such as school nurses or health professionals, to provide support and training to staff teaching RSHE if it is deemed necessary.

Appendix A: PSHE Association Learning Opportunities for Relationships, Health and Wellbeing and Living in the Wider World for Key Stage 1

Covering Relationship and Health Education and non-statutory content

KS1 Learning opportunities in Relationships

Pupils learn...

Families and close positive relationships

- R1. About the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- R2. To identify the people who love and care for them and what they do to help them feel cared for
- R3. About different types of families including those that may be different to their own
- R4. To identify common features of family life
- R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

Friendships

- R6. About how people make friends and what makes a good friendship
- R7. About how to recognise when they or someone else feels lonely and what to do
- R8. Simple strategies to resolve arguments between friends positively
- R9. How to ask for help if a friendship is making them feel unhappy

Managing hurtful behaviour and bullying

- R10. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online
- R11. About how people may feel if they experience hurtful behaviour or bullying
- R12. That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

Safe Relationships

- R13. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
- R14. That sometimes people may behave differently online, including by pretending to be someone they are not
- R15. How to respond safely to adults they don't know
- R16. About how to respond if physical contact makes them feel uncomfortable or unsafe
- R17. About knowing there are situations when they should ask for permission and also when their permission should be sought

- R18. About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
- R19. Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
- R20. What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

Respecting Self and Others

- R21. About what is kind and unkind behaviour, and how this can affect others
- R22. About how to treat themselves and others with respect; how to be polite and courteous
- R23. To recognise the ways in which they are the same and different to others
- R24. How to listen to other people and play and work cooperatively
- R25. How to talk about and share their opinions on things that matter to them

KS1 Learning opportunities in Health and Wellbeing

Pupils learn...

Healthy lifestyles (physical wellbeing)

- H1. About what keeping healthy means; different ways to keep healthy
- H2. About foods that support good health and the risks of eating too much sugar
- H3. About how physical activity helps us to stay healthy; and ways to be physically active everyday
- H4. About why sleep is important and different ways to rest and relax
- H5. Simple hygiene routines that can stop germs from spreading
- H6. That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
- H7. About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
- H8. How to keep safe in the sun and protect skin from sun damage
- H9. About different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
- H10. About the people who help us to stay physically healthy

Mental Health

- H11. About different feelings that humans can experience
- H12. How to recognise and name different feelings
- H13. How feelings can affect people's bodies and how they behave
- H14. How to recognise what others might be feeling
- H15. To recognise that not everyone feels the same at the same time, or feels the same about the same things
- H16. About ways of sharing feelings; a range of words to describe feelings
- H17. About things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
- H18. Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
- H19. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- H20. About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

Ourselves, Growing and Changing

- H21. To recognise what makes them special
- H22. To recognise the ways in which we are all unique
- H23. To identify what they are good at, what they like and dislike
- H24. How to manage when finding things difficult
- H25. To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
- H26. About growing and changing from young to old and how people's needs change
- H27. About preparing to move to a new class/year group

Keeping Safe

- H28. About rules and age restrictions that keep us safe
- H29. To recognise risk in simple everyday situations and what action to take to minimise harm
- H30. About how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)
- H31. That household products (including medicines) can be harmful if not used correctly
- H32. Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely
- H33. About the people whose job it is to help keep us safe
- H34. Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them
- H35. About what to do if there is an accident and someone is hurt
- H36. How to get help in an emergency (how to dial 999 and what to say)

Drugs, Alcohol and Tobacco

- H37. About things that people can put into their body or on their skin; how these can affect how people feel.

KS1 Learning opportunities in Living in the Wider World
Pupils learn...

Shared responsibilities

- L1. About what rules are, why they are needed, and why different rules are needed for different situations
- L2. How people and other living things have different needs; about the responsibilities of caring for them
- L3. About things they can do to help look after their environment

Communities

- L4. About the different groups they belong to
- L5. About the different roles and responsibilities people have in their community
- L6. To recognise the ways they are the same as, and different to, other people

Media literacy and digital resilience

- L7. About how the internet and digital devices can be used safely to find things out and to communicate with others
- L8. About the role of the internet in everyday life
- L9. That not all information seen online is true

Economic wellbeing: money

- L10. What money is; forms that money comes in; that money comes from different sources
- L11. That people make different choices about how to save and spend money
- L12. About the difference between needs and wants; that sometimes people may not always be able to have the things they want
- L13. That money needs to be looked after; different ways of doing this

Economic wellbeing: aspirations, work and career

- L14. That everyone has different strengths
- L15. That jobs help people to earn money to pay for things
- L16. Different jobs that people they know or people who work in the community do
- L17. About some of the strengths and interests someone might need to do different jobs

Appendix B: Relationships and Health Education - Links to the Early Years Foundation Stage

By the end of EYFS pupils should be able to:

Relationships Education	
Families and people who care for me	Talk about past and present events in their own lives and in the lives of family members

Caring friendships	Play cooperatively, taking turns with others Show sensitivity to other's needs and feelings
Respectful Relationships	Take into account one and another's ideas of how to organise their activities Form positive relationships with adults and with other children Work as part of a group or class Know that other children don't always enjoy the same things, and are sensitive to this Know about similarities and differences between themselves and others, and among families, communities and traditions.
Online relationships	Say when they do or don't need help
Being safe	Be confident to speak in a familiar group Talk about their ideas Say when they do or don't need help Talk about their own and other's behaviour and its consequences Know that some behaviour is unacceptable Understand and follow the rules Express themselves effectively
Health Education	
Mental wellbeing	Be confident to try new activities Say why they like some activities more than others Talk about how they and other's show feelings Adjust behaviour to different situations Take changes of routine in their stride
Internet safety and harms	Complete a simple program on a computer Use ICT hardware to interact with age-appropriate computer software Recognise that a range of technology is used in places such as homes and schools
Physical health and fitness	Know that exercise is an important way to keep healthy Manage own basic hygiene and personal needs successfully
Healthy eating	Know that healthy eating is an important way to stay healthy
Drugs, alcohol and tobacco	Understand that medicines should only be taken under adult supervision
Health and prevention	Talk about ways to keep safe
Basic first aid	Know how to make a clear and efficient call to emergency services if necessary Concepts of basic first-aid, for example dealing with common injuries, including head injuries
Changing adolescent body	Changes from being a baby to now
Additional areas	
Money	Children use everyday language to talk about money and to compare quantities and objects and to solve problems
Sustainability	Make observations of animals and plants and explain why some things occur, and talk about changes Talk about the features of their own immediate environment and how environments might vary from one another

Appendix C: British Values

Teaching children British values develops the spiritual, moral, social and cultural understanding of pupils, to ensure that they leave school prepared for a life in modern Britain. These values underpin what it is to be a British citizen in a modern and diverse Britain.

At MANBY LODGE, we incorporate the teaching of British Values into our everyday routines, lessons and expectations in school. These British values link to our learning behaviours and are taught alongside other curriculum areas.

The core British Values are:

Tolerance of different cultures and religions

Responsibility

Rule of Law

Mutual Respect

Individual Liberty

Democracy

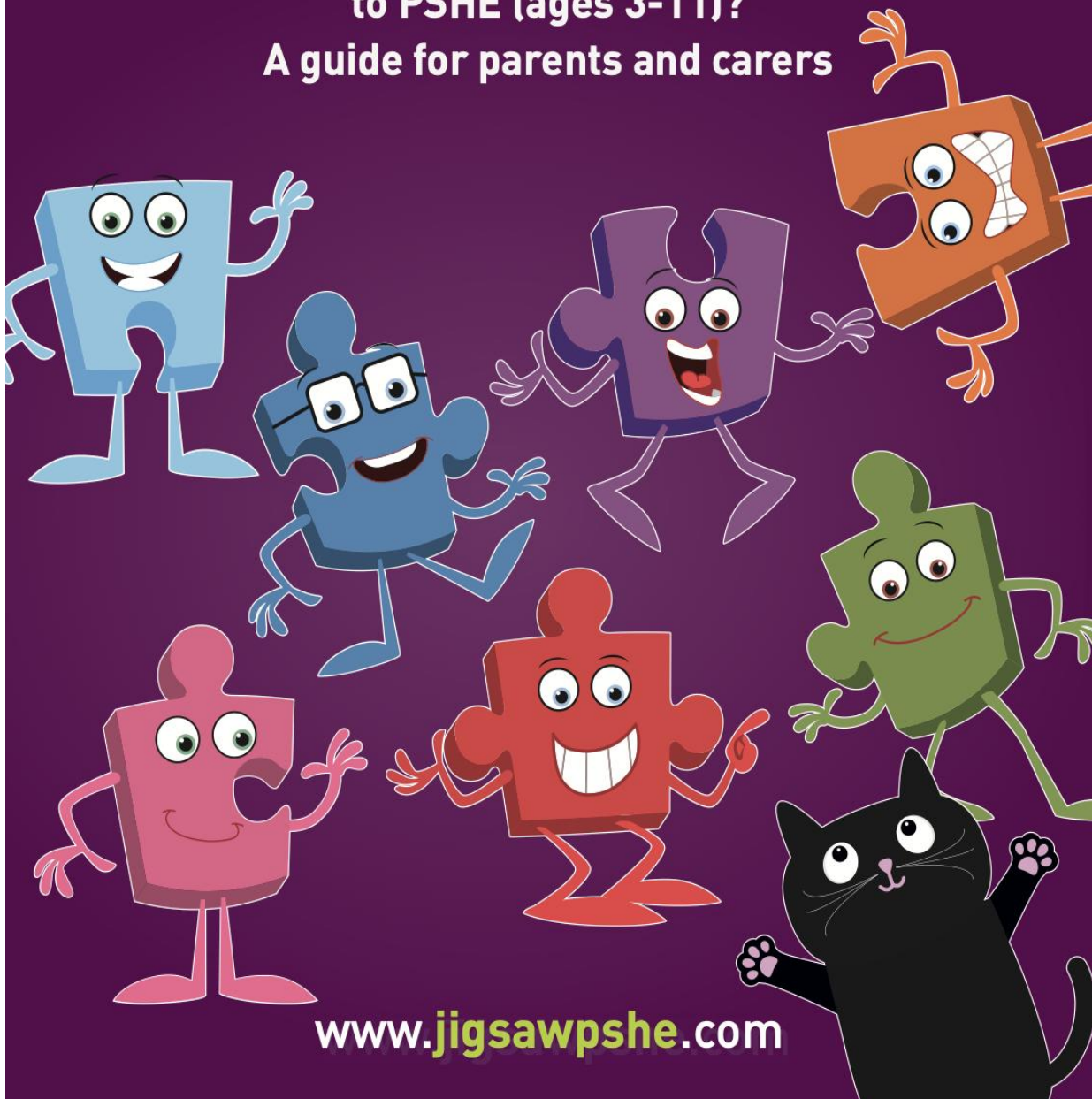




The mindful approach to PSHE

**What is Jigsaw, the mindful approach
to PSHE (ages 3-11)?**

A guide for parents and carers



www.jigsawpshe.com

What is PSHE Education?

PSHE Education (Personal, Social, Health and Economic Education) is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to successfully manage their lives – now and in the future. As part of a whole-school approach, PSHE Education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

What do schools have to teach in PSHE Education?

According to the National Curriculum, every school needs to have a broad and balanced curriculum that:

- promotes the spiritual, moral, social, cultural, mental and physical development of pupils at the school;
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life;
- promotes British values.

Jigsaw supports our ethos and values and everything we are trying to teach the children.

From September 2020, primary schools in England also need to teach Relationships and Health Education as compulsory subjects and the Department for Education strongly recommends this should also include age-appropriate Sex Education.

Schools also have statutory responsibilities to safeguard their pupils (Keeping Children Safe in Education, DfE, 2019) and to uphold the Equality Act (2010).

The Jigsaw Programme supports all of these requirements and has children's wellbeing at its heart.

As a parent, it's lovely to get an insight into what children want to do. The set up with Jigsaw is fantastic.



What is Jigsaw, the mindful approach to PSHE, and how does it work?

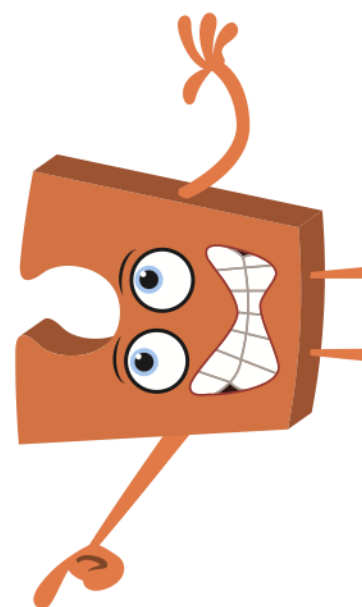
Jigsaw is a whole-school approach and embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings as well as building their capacity to learn.

Jigsaw is a comprehensive and completely original PSHE Education programme (lesson plans and teaching resources) for the whole primary school from ages 3-11 (12 in Scotland). Written by teachers and grounded in sound psychology, it also includes all the statutory requirements for Relationships and Health Education, and Sex Education is also included in the Changing Me Puzzle (unit).

Jigsaw has two main aims for all children:

- To build their capacity for learning
- To equip them for life

Jigsaw brings together PSHE Education, compulsory Relationships and Health Education, emotional literacy, mindfulness, social skills and spiritual development. It is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time at their own level. There are six Puzzles (half-term units of work) and each year group is taught one lesson per week. All lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.



It's great for children to have this experience, to think ambitiously, and to have aspirations.

Each Puzzle starts with an introductory assembly, generating a whole school focus for adults and children alike. There is also a Weekly Celebration that highlights a theme from that week's lesson across the school encouraging children to live that learning in their behaviour and attitudes.

What will Jigsaw teach my child?

The overview below summarises the content in each of Jigsaw's units of work (Puzzles):

Being Me In My World covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.

Celebrating Difference focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normality'. Anti-bullying, including cyber and homophobic bullying, is an important aspect of this Puzzle.

Dreams and Goals aims to help children think about their hopes and dreams, their goals for success, what their personal strengths are, and how to overcome challenges, using team-work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for their community and the world.

Healthy Me covers two main areas of health: Emotional/mental health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid). Most of the statutory content for Health Education (DfE) is contained within this Puzzle.

Relationships starts with building a respectful relationship with self and covers topics including families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to online safety and social networking. Children learn how to deal with conflict, build assertiveness skills, and identify their own strengths and strategies for building self-esteem and resilience. They explore roles and responsibilities in families and friendship groups, and consider stereotypes. .

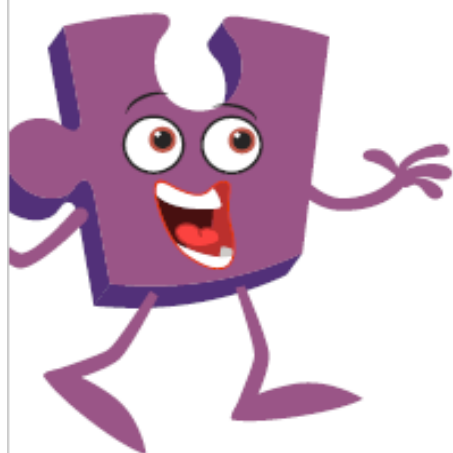
Changing Me deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, puberty, self-respect and safeguarding. Each year group thinks about looking ahead, moving year groups or the transition to secondary school and how to cope positively with such changes. Life cycles and human reproduction are taught in some year groups at the school's discretion. Jigsaw has produced a separate leaflet explaining the approach taken with Relationships and Sex Education. Your child's school can make this available to you on request.

It's fun because we learn about different things each time.

What else is included?

There are numerous additional aspects of the Jigsaw Programme to enhance the learning experience, including the Jigsaw Friends (jigsaw-shaped soft toys used as teaching aids), Jigsaw Chimes and Jigsaw Jerrie Cats (used to help and encourage calming and mindfulness practice).

Every Jigsaw lesson includes mindfulness practice. Mindfulness is being able to observe your own thoughts and feelings as they happen, in the present moment, applying no judgement. Jigsaw teaches children to understand their thoughts and feelings through the Calm Me time exercises (using the Jigsaw Chime) and Pause Points (using Jigsaw Jerrie Cat). This helps to develop their awareness, and their capacity to be mindful human beings. Learning is thus enhanced as emotions and behaviour are self-regulated.



Children love the chime! Everyone has taken it on board.



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How can I find out more information about Jigsaw PSHE?

The best thing to do is to talk to your child's teacher about how Jigsaw is taught in school. Alternatively, you can talk to the school's head teacher, or the teacher who is responsible for leading PSHE across the school. Parents and carers are also very welcome to visit the Jigsaw website www.jigsawpshe.com.



Since the school started Jigsaw, children are more supportive of each other. They look out for each other and are more caring.

Jigsaw has made us more visible, we used to not want to talk about things, we were a bit scared to talk, but now we have learned about it we know more and it's OK to talk about it with our class.



www.jigsawpshe.com

Appendix E: MANBY LODGE Infant School Relationships and Sex Education, Information for Parents



Aims and Objectives

“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.” (DfE, Department of Education 2019).

The content we cover that links to Relationships and Sex Education, is also part of the statutory Science Curriculum, Computing Curriculum and PSHE scheme. Parents cannot withdraw from any aspects of this curriculum. The aim of our Relationships and Sex Education programme is to support all of our children in:

- Beginning to take responsibility for themselves and to make confident choices and decisions, including safeguarding themselves from harm both online and in person.
- Knowing and talking about the similarities and differences between girls and boys. This includes knowing the correct biological names for external body parts
- Knowing the names for body parts which give them an identity as male or female
- Beginning to understand the human and animal life cycles in terms of knowing that ‘growing up’ involves changes and that they will become adults
- Understanding that family groupings may vary but families are bonded by love, care and support.
- Understanding that their bodies are private and belongs to them. We equip the children with the knowledge in order to be able to speak out if something concerns them and knowing which touch is or isn’t safe.

Dealing with specific issues and questions raised

Sometimes children will ask questions related to this topic which can be difficult to answer. Children's questions may be unpredictable in their content and in the school context teachers will always attempt to give straightforward, factual answers, whilst making judgements such as:

- Whether to answer immediately or at a later time
- Whether to answer in the whole class situation or on an individual basis
- In what depth to frame the answer
- Whether to refer the question to parents to be addressed at a later time.

Ground rules are set at the beginning of a session. These provide a safe, open environment where discussions can take place as well as establishing rules for discussion content. This means that no one, including the teacher is used as a personal example or has to answer personal questions.

Children are offered the opportunity to ask questions aloud or via a question box. Teachers need to gauge all questions with regard to suitability for the whole class group. Questions which maybe specific to an individual child or which are inappropriate for a whole class audience will be responded to on an individual basis in consultation with parents.

Family groupings

It is made clear to children that all babies have a biological mother and father but that family groups vary and that they can look very different from one another. Discussions are sensitive to children who live within different family set ups and focus on helping all children to understand that love and care for them are the most important aspect of being a family.

Curriculum Content

At MANBY LODGE, we use the PSHE Jigsaw scheme as a curriculum resource. There are six puzzle pieces, with the focus changing each half term.

Jigsaw puzzle pieces:

1. Being me in my World
2. Celebrating Difference
3. Dreams and Goals
4. Healthy Me
5. Relationships
6. Changing Me

The 'Changing Me' content includes:

Reception

- My body (Name parts of the body)
- Respecting my body (children can tell you some things they can do and foods they can eat to be healthy.)
- Growing up (children understand that they grow from babies to adults)
- Fun and fears part 1 (children can express how they feel about moving to Year 1)
- Fun and fears part 2 (children can talk about their worries and or the things they are looking forward to about year 1).
- Celebration (children can share their memories of the best bits of their year in Reception.)

Year 1

- Life cycles (start to understand the life cycles of animals and humans and to understand that changes happen as we grow and that is ok.)
- Changing Me (talking about personal changes and things that have stayed the same.)
- My changing body (changes in their body since they were a baby and to understand that growing up is natural and that everybody grows at different rates)
- Boys' and girls' bodies (children can identify parts of the body that make boys different to girls and can use correct names for these. Address stereotypes about girls and boys. Also to learn about respecting their own bodies and understanding which parts are private.)
- Learning and growing (understanding that every time they learn they change a little bit and for children to enjoy learning new things.)
- Coping with changes (talking about changes that have happened in their life and how to cope with them.)

Year 2

- Life cycles in nature
- Growing from young to old (learning about the natural process of growing from young to old.)
- The changing me (to recognise how their bodies have changed since being a baby and to recognise where they are on the continuum from young to old. learning about becoming more independent)
- Boys' and girls' bodies (knows physical differences between girls and boys and use the correct names for body parts. Address gender stereotypes. Knowing that parts of the body are private)
- Assertiveness (linked to safe touch and saying what they do and don't like)
- Looking ahead (what children are looking forward to as they move to their next class)

When learning about body parts, we teach the correct biological terminology including nipples, breasts, penis, testicles, anus, vagina and vulva. This is important for safeguarding and medical reasons. By

using the correct terminology, there will be no misinterpretation of what a child says. The body parts are taught with cartoon images and labels.

Sessions are taught once a week by the class teacher.

Throughout each session, there will be some teaching input, an element of discussion, and a follow up task. We have many enrichment opportunities linked to Relationships Education throughout the year including; assemblies, praise and reward systems, our school’s Learning Behaviours, circle time, trips and visits, workshops, visitors in school, national charity events and celebrations (e.g. Anti-bullying day or week, Children in Need, Safer Internet day). We also have an ELSA (Emotional Literacy Support Assistant) who delivers targeted support as necessary. We aim to ‘live’ what is learnt and apply it to everyday situations in the school community.

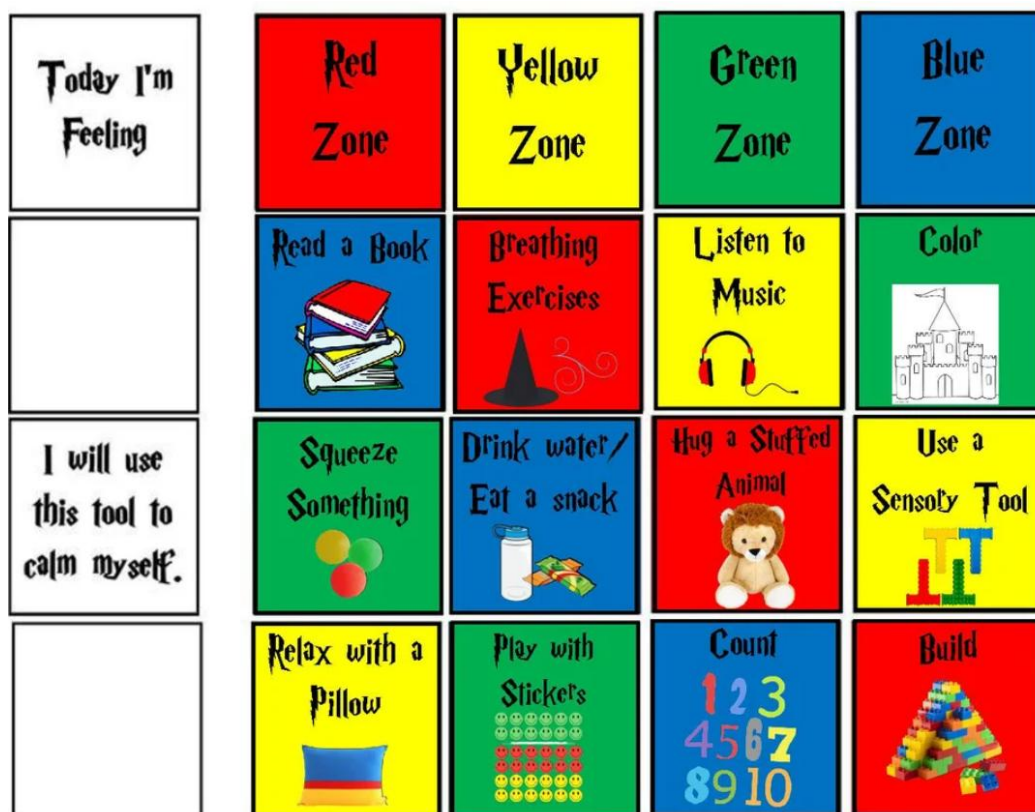
Appendix F: Zones of Regulation

We use **Zones of Regulation** in every class. This is a system designed to empower children to better understand how they are feeling.

Emotions or feelings are linked to a colour. For example – *Green* means contented, or happy – and ready to learn. Frustration or worry, or jealousy are *Yellow emotions*. *Blue emotions* are bored, or tired, sad or hungry. Red is linked to being over-excited, or angry. As children move up through the school, children can move a photograph of themselves to a colour on display in the classroom to show adults in class how they are feeling.

There is a toolbox of strategies children are taught to help them to get back into the Green Zone, if they are in one of the other zones.

What Zone Are You In?			
Blue	Green	Yellow	Red
Sick	Happy	Frustrated	Mad/Angry
Sad	Calm	Worried	Mean
Tired	Feeling Okay	Silly/Wiggly	Yelling/
Bored	Focused	Excited	Hitting
Moving Slowly	Ready to Learn	Loss of Some	Disgusted
		Control	Out of Control



Links to useful websites and policies

<https://Manby Lodgew.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

<https://Manby Lodgew.gov.uk/government/publications/keeping-children-safe-in-education--2>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality Act Advice Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

<https://Manby Lodgew.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

<https://Manby Lodgew.todayparent.com/family/parenting/age-by-age-guide-to-talking-to-kids-about-sex/>

<https://Manby Lodgew.nspcc.org.uk/keeping-children-safe/support-for-parents/talking-about-difficult-topics/>

<https://zonesofregulation.com>