



Deaf Hill Primary and Nursery School

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Dear Parents/Carers,

All primary schools in England must teach Relationships and Health Education (RHE). We are confident that the Jigsaw long term planning scheme of work and delivery programme that we use here at Deaf Hill and Kelloe Primary Federation covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age-appropriate way. Should changes to these curriculum areas occur in the future, we will ensure all statutory duties are fulfilled. We believe 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, whilst allowing us to maintain a flexibility and creativity in our approach and delivery to meet particular groups and individual pupils needs.

Relationships Education is the building blocks of healthy, respectful relationships, focusing on family and friendships, including on and off line. It gives children and young people the essential skills to build positive, enjoyable and non-exploitative relationships. 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 later on in this policy. The way the Jigsaw Programme covers these is explained in the coverage grid, mapping document and puzzle maps. 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 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' and 'Changing adolescent body'. The expected outcomes for each of these elements can be found later on in this policy. The way the Jigsaw Programme covers these is explained in the coverage grid, mapping document and puzzle maps. Again, 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).

Sex Education at primary school is not statutory although the DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'. Schools are to determine the content of sex education at primary school.

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

Puberty is taught as a statutory requirement of Health Education and will be covered at some point in Primary School. We aim to cover this by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We firmly believe that children should understand the facts about human reproduction before they leave primary school so we define Sex Education as understanding human reproduction. We intend to teach this through PSHE (Jigsaw - Changing Me puzzle) and teachers will use their professional judgement to ensure lesson content is appropriate for all learners. We feel that knowledge empowers and protects children as long as it is age-appropriate.

At secondary school, Sex Education is statutory and we believe that primary schools should prepare children with accurate knowledge about puberty and human reproduction before they transfer to secondary school. Correct terminology for body parts is introduced early to normalise this biological vocabulary and to support safeguarding. These words are not used in isolation but always in conjunction, ensuring children know these are private parts of their bodies.

Puberty can be introduced gently in Year 3/Year 4 because some girls may start their periods this early and we feel it is necessary to prepare them for this, so they aren't scared or worried. Conception can be introduced age appropriately in Year 5/Year 6 in the context of understanding why our bodies change during puberty. Understanding of Human Reproduction, conception, childbirth and puberty can then be built upon and age appropriately covered in Year 6.

Class teachers will assess the physical and emotional maturity of their individual classes and use their professional judgement to assess the content of the Jigsaw lessons before delivering all lessons. If a teacher feels the children are not ready for certain concepts to be introduced they will defer this teaching until the following year. Teachers will of course communicate with each other with regard to what has been covered as children move into the next year group and pupil accessibility to core content and impact of content will be assessed through an assessment for learning and quality teaching approach.

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

Some parents/carers prefer to take the responsibility for aspects of this element of education. Parents/carers have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum Science and those included within Statutory Relationships and Health Education. We would make alternative arrangements in such cases. Those parents/carers wishing to exercise this right are invited into school to explore any concerns and discuss any impact that withdrawal may have on the child.

Parents and carers cannot withdraw from any aspect of Relationships Education and Health Education lessons covering the changing adolescent body (puberty). The head teacher or the PSHE/RSHE lead will document the process and outcome.

Parents/carers are welcome to review any RSE resources the school uses.

How is Jigsaw PSHE organised in school?

As stated previously, we include the statutory Relationships and Health Education within our whole school PSHE Programme. We believe Jigsaw - the mindful approach to PSHE, ensures progression and a spiral curriculum that we specifically tailor to our children's needs. The coverage grid, mapping document and puzzle maps shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements. 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 as 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 in well with the class, school and global community.
Autumn 2	Celebrating differences	Includes anti-bullying and understanding.
Spring 1	Dreams and goals	Includes goal setting, aspirations, who do I want to become and what I would 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.
Summer 1	Relationships	Includes understanding friendship, families and other relationships, conflict resolution and communication skills and bereavement and loss.
Summer 2	Changing me	Includes puberty and sex education in the context of coping positively with change.

At Deaf Hill and Kelloe Primary Federation, all staff will use scientifically correct vocabulary when describing body parts at an age appropriate level to avoid misunderstandings and ambiguity. We allocate weekly timetabled teaching time to PSHE/RSHE in order to teach the knowledge and skills in a developmental and age-appropriate way. Class teachers and teaching assistants deliver these weekly lessons. These explicit lessons are reinforced and enhanced in many ways: through assemblies and 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. Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike. There are six Puzzles in Jigsaw that are designed to progress in sequence from Autumn to July and are accumulative in skills and knowledge across each year group. Each Puzzle has six Pieces (lessons). Each Piece (lesson) has two Learning Intentions: one is based on specific PSHE learning and one is based on social and emotional development.

The government guidance on Relationships, Sex Education and Health Education (DfE, 2019) emphasises the importance of schools working in partnership with parents and carers. Here at Deaf Hill and Kelloe Primary Federation, we believe the role of parents in the development of their children's understanding about relationships is vital.

Parents/carers are the first educators of their children. Therefore, we will ensure that we work closely with parents/carers to ensure they are aware what is taught and when. This policy and information on what will be taught and when will be freely available on our school website for parent/carers to access. Additionally, we will consult parents/carers prior to teaching the Changing Me topic in the summer term about the detailed content of what will be taught.

Parents and carers have the right to see sample materials used within the teaching of PSHE/RHSE and can do so by prior appointment with a member of staff. As Jigsaw

materials are copyrighted the school is not permitted to put teaching materials on the public facing website, or provide electronic copies of materials to parents and carers at home. Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Good communication and opportunities for parents to understand and ask questions about the school's approach can help increase confidence in the curriculum.

If you wish to discuss the contents of the above in further detail please contact school via the school office.

Thank you for your continued support.

Paul Newton
Headteacher