



THE ETHICS CURRICULUM

Personal Social Health & Economic Education (PSHE)

Relationship Education

Religion

Citizenship



Approved by: *Headteacher*

Date: *September 2024*

Last reviewed *September 2024*
on:

Next review *September 2025*
due by:

Context

All schools, both in the state and independent sectors, must provide a curriculum that is broadly based and 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.

This policy meets the requirements for schools to publish a Relationships and Sex Education policy and does this within the wider context of Personal, Social and Health Education.

PSHE

At Hale Prep School, we teach Personal, Social, and Health Education as a whole-school approach to underpin children's development as people because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work, bringing 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," 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 seamlessly online. 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 manage their academic, personal and social lives positively.”

“This is why we have made Relationships Education compulsory in all primary schools in England, as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

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

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

DfE Guidance p.8

“All schools must have a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Here at Hale Prep School, we value PSHE as one way to support children’s development as human beings, enabling them to understand and respect who they are, empower them with a voice and equip them for life and learning.

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

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to children's needs.

This programme's complimentary update policy ensures we always use the most up-to-date teaching materials and that our teachers are well-supported.

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) taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	This includes understanding my identity and how I fit well in the class, school, and global community. Jigsaw Charter established.
Autumn 2:	Respecting Difference	Includes anti-bullying
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who 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, family relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Puberty Education in the context of coping positively with change

At Hale Prep School, we allocate a minimum of 45 minutes to PSHE each week 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, 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 infant classes and Mrs Sharma delivers all junior lessons.

Relationships Education

What does the DfE statutory guidance on relationship 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 element can be found further in this policy. The Jigsaw Programme covers these in the mapping document Jigsaw 3-11 and Statutory Relationships and Health Education.

It is essential 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 throughout the year and across the curriculum.

Health Education

What does the DfE statutory guidance on Health Education expect children to know when they leave primary school?

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

The expected outcomes for each element can be found further in this policy. The Jigsaw Programme covers these 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 and social skills are developed in every lesson.

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.

At Hale Prep School, we believe children should understand the facts about human reproduction before they leave primary school, so we teach this in Year 5 in science lessons. We also teach about changing bodies; parents receive a letter explaining this before the lessons. For many years, girls and boys will be taught this content separately. There is no right to withdraw from any sex education as part of the planned science curriculum.

At Hale Prep School, puberty and reproduction are taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We will inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this, i.e. the Jigsaw Changing Me Puzzle (unit). The three specific ones are as follows:

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 3 (Conception, birth)

Parents will be emailed a PowerPoint presentation to view before making a decision.

Where a parent wishes to withdraw a child, they must speak to their form teacher or email them. The headteacher will be informed, and a response will be provided to the parents.

Monitoring and Review

The headteacher monitors this policy annually and reports its findings and recommendations to the directors, as necessary, if the policy needs modification. The Headteacher seriously considers any comments from parents about the PSHE (RSHE) programme and records all such comments. The directors scrutinise and ratify teaching materials to check they are according to the school's ethos.

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."

At Hale Prep 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. We are not obliged legally to discuss the LGBT+ agenda and have taken the decision not to do so. We believe that for our school, the agenda is adequately addressed by encouraging and teaching the children to respect every individual regardless of who or what they are.

Citizenship and Community Action.

We are committed to fostering a community built on kindness, respect, and fairness at Hale Prep School. Leading by example, promoting honesty and inclusivity in everything we do.

Through active participation in local initiatives and helping those in need, we encourage students to make a positive impact with good choices and grow as responsible members of society. We aim to build a caring and supportive community where everyone thrives.

Year Group	Activity	Date	Staff member
Reception	Care of Cenotaph to be ready for November	Summer Term	Mrs Barlow, Miss Naylor, Mrs Darlington, Miss Connor
Year 1	Local litter Picking	Spring Term	Mrs West, Miss Salinger
Year 2	Carol singing	December 5th	Mr Busby, Mrs Busby Mrs Kara
Year 3	Wood Street charity	10 th March 2025	Mrs Leyland Miss Collins
Year 4	Cornerstone Charity	December 13 th 2024	Mrs Busby
Year 5	Writing to older residents who don't have any post?	February 2025	Mr Connor Mrs Sachro Mrs McIntee
Year 6	Design garden for 'The Blossoms' Moss Side. Visitor to school Graeme Heward re. courage/resilience Share his book/journey Tea time with family	January/February	Mrs Howarth Mrs Baker Mrs Halliwell Mrs Knowles

Religious Education at H.P.S.

Religious Education is an essential part of education for pupils as it opens their minds to different beliefs and mindsets that different people and cultures have around the world. It fosters appreciation and understanding of difference, tolerance, and respect.

Reception children learn about religions through significant festivals throughout the year. These include Ramadan and Eid, Christmas and Easter, Diwali and Passover.

YEAR 1

The following table shows all the HPS RE enquiries for Sikhism.

In Y1, enquiries focus on the foundations of beliefs and practice.

Age range	Enquiry	Theme/content
Y1	Who is God to Sikhs?	The life and teachings of Guru Nanak, the importance of the Guru Granth Sahib and three most important Sikhi beliefs.
	Why do Sikhs admire their Gurus?	Guru Nanak as an exceptional teacher and leader, the 10 Gurus, Guru Gobind Singh and the Khalsa and its impact today.
	Does participating in the Baisakhi help Sikh children feel a sense of belonging?	The history of the festival of Baisakhi and how Guru Gobind Singh changed this when he founded the Khalsa, and how Sikh children may celebrate Baisakhi today.
	Does joining the Khalsa make someone a better Sikh?	Amrit ceremony, the promises made, events of how the first Khalsa was formed, reasons why a Sikh may or may not choose to join the Khalsa, the meaning of the 5Ks and how they are essential to Sikhs today
	Do Sikhs think it is essential to share?	Guru Granth Sahib and its teachings, Waheguru, and Simran (the repetition of God's name), Guru Angad Dev Ji, Guru Nanak and the Sanatani Saints, why Sikhs sit and share food (Langar) together in the Gurdwara and how this shows their belief in equality.
	What is the best way for a Sikh to lead a good life?	Revisiting the Khalsa and the 5 Ks and how these help Sikhs live a good life, the Sikh Golden rules, Seva/Sewa (selfless service), vand ke chanka (vand= sharing, chanka =food), how Sikhs show respect to the Guru Granth Sahib.
	How far would a Sikh go for their religion?	Khalsa, Baisakhi or Vaisakhi, giving of sacrifice, 3 Pillars or Key Beliefs, Guru Tegh Bahadur Ji, the role of Sikhs in both WW1 and WW2, Sewa, Vand ke Chanka, Naam Japo (Focus on God), the Harmander Sahib.
	How do Sikhs interpret sacred teachings and stories today?	Guru Granth Sahib, the Gurus as teachers, Guru Gobind Singh, the story of Bhai Kanaya, Malik Bhago and Guru Nanak, Guru Amar Das and his belief in gender equality.
	What is the best way for a Sikh to show commitment to God?	Wearing of the 5Ks and turbans, World Turban Day, Guru Amar Das or Guru Amardas Ji (3rd Guru), Guru Har Gobind Sahib (6th Guru), Harmandir Sahib, Maharaja Ranjit Singh, Akal Takhat.

YEAR 2 Islam

The following table shows all the HPS RE enquiries for Islam.

In Y2, enquiries focus on the foundations of beliefs and practice.

Age range	Enquiry	Theme/content
Y2	Who is God to Muslims?	The meanings of and the attributes are shown by the 99 names of Allah and how a Muslim may want to show respect to these.
	How important is the prophet Muhammad to Muslims?	Events in the life of the prophet Muhammad and their impact on and importance to Muslims today (discusses the Qur'an and the Hadith).
	How important is the Qur'an to Muslims?	How Muhammad received the Qur'an in the Night of Power, how a Muslim would treat the Qur'an with respect and the importance of its teachings to Muslims today.
	Does praying at regular intervals help Muslims in their everyday lives?	Prayer (Salat/Salah) and prayer times, why Muslims might pray, prayer at home and at the mosque, the story of the Night Journey, preparations for worship, some of the 99 names of Allah, and the impact of prayer on the life of a Muslim.
	Does completing a pilgrimage make a person a better Muslim?	Pilgrimage - preparations for visiting Makkah, clothes worn and actions taken there, conditions for pilgrimage to Makkah, impact on life of a Muslim.
	What is the best way for a Muslim to lead a good life?	Pillars, belief in life after death and the role of the two angels and the judgement of Allah, teachings from the Qur'an and Hadith, Zakat, Sadaqah, fasting during Ramadan.
	What is the best way for a Muslim to show commitment to God?	The importance of prayer, helping the poor and needy, purification of wealth, Ramadan, the importance of Allah in the life of a Muslim and why they would want to show Allah respect and commitment.
	How is the Qur'an vital to Muslims today?	Important events during the Night of Power and the giving of the Qur'an, actions a Muslim might take to show respect to the Qur'an and why, sayings from the Qur'an and understanding that there may be different interpretations
	Does belief in Akhirah (life after death) help Muslims lead a good life?	Interpretations of what the Qur'an says about life after death (Akhirah), actions a Muslim might take as Jihad, greater and lesser Jihad, and how believing in Akhirah influences Muslims in their lives today.

Christianity YEAR 3

The following table shows all the HPS RE enquiries for Christianity.

In Y3, enquiries focus on the foundations of beliefs and practice.

Y3	Enquiry	Theme/content
	What do Christians believe about God?	Creation, God the Father as an introduction to the Trinity

	What gifts might a Christian in my town have given Jesus if he had been born here rather than in Bethlehem?	Incarnation, God the Son – continuation of introduction to the Trinity.
	Why was Jesus welcomed like a king or celebrity on Palm Sunday?	Salvation, God the Son – continuation of introduction to the Trinity.
	Is it possible to be kind to everybody all of the time?	Jesus's example as the Son of God.
	Why do Christians believe God gave Jesus to the world?	Christmas – Jesus as a gift from God (incarnation).
	How important is it to Christians that Jesus came back to life after his crucifixion?	Salvation – Resurrection of Jesus at Easter.
	Has Christmas lost its true meaning?	The meaning of Christmas to Christians includes extending kindness and considering why Jesus was born (the incarnation).
	Could Jesus heal people? Did He perform miracles, or was there some other explanation?	Jesus' Miracles include the healing of the leper, the healing of the wise man, and the healing of the paralysed man.
	What is 'good' about Good Friday?	The Easter story and its meaning to Christians in the belief that Jesus came back to life and, therefore, they may receive life after death.
	What is the most significant part of the nativity story for Christians today?	Revisiting the Christmas story with a focus on the symbolism of different parts and how they might be meaningful in various ways to different people, including the use of the Christingle.
	Is forgiveness always possible for Christians?	Revisiting the Easter story with a focus on the teaching of Jesus about forgiveness (7x70 times) and the people that Jesus forgave (Peter and the people who crucified him and were crucified with him).
	Do people need to go to church to show they are Christians?	Uses of the church for worship and other events such as baptism and taking of Holy Communion.
	Why are there four Gospels, and how are they relevant for Christians?	Stories contained within several of the gospels include an in-depth examination of the different versions of the feeding of the 5000.
	Is the Christmas story true?	Incarnation, focussing on the elements of the Christmas story which may cause debate (e.g., shepherds being on the hills in December, a census in the winter when people had to travel) and how this may or may not affect people's beliefs.
	How significant is it for Christians to believe that God intended Jesus to die?	Salvation examines the actions taken during Holy Week by focusing on whether this was Jesus' destiny or his free will.
Y3	What is the best way for a Christian to show commitment to God?	Beliefs and practices include the 10 Commandments, Love your neighbour as yourself, charity work, prayer, and worship practices.
	Does belief in the Trinity help Christians make better sense of God as a whole?	Trinity and how the 3 consubstantial persons of God can help Christians understand the different aspects of God and the impact of this on their lives.
	How significant is it that Mary was Jesus' mother?	Incarnation focuses on the annunciation and Mary's background. This enquiry discusses the Christian's belief in Mary's virginity, so the school's RSHE scheme may need to be consulted.

Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?	Incarnation looks at how celebrations today do or do not directly relate to the birth of Jesus as the basis of Christmas. This is an alternative unit for schools not wishing to cover the belief in the virgin birth.
Is anything ever eternal?	Salvation and eternal life, agape and forgiveness. What might motivate a Christian to show these qualities considering the belief in heaven?
Is Christianity still strong over 2000 years after Jesus was on Earth?	Festivals and celebrations, symbols, and Christian organisations are ways Christianity influences lives today, with its impact on people around the world and in this country.
How did Jesus create a "New Covenant", and what does that mean to Christians today?	Salvation history - Old Testament Covenants compared with the The covenant that Jesus made, what the New Covenant may mean to Christians today and what impact it might have on how they live their lives.
How do the events of Pentecost impact on Christians today?	Recap of Easter moving on to the appearances Jesus made to the disciples (Mary Magdalene outside the tomb, on the road to Emmaus, the appearance in the locked upper room, the appearance to Thomas, and the Ascension). This enquiry then moves on to Pentecost when the Holy Spirit arrived in tongues of fire, giving the disciples multilingualism; the impact of this is in them going out and preaching and laying hands on people to confer the Holy Spirit. This is considered the birth of the church and how this is re-enacted in the Rite of Confirmation today, plus the 7 Gifts of the Spirit, which some Christians believe Confirmation bestows.

Buddhism YEAR 4

The following table shows all the HPS RE enquiries for Buddhism.

In Y4, enquiries focus on the foundations of beliefs and practice.

Age range	Enquiry	Theme/content
Y4	Why is the story of the Buddha important to Buddhists?	The significance of the Buddha to many Buddhists and how many Buddhists might try not to be selfish or greedy because of his example.
	What is the best way for a Buddhist to lead a good life? Right Speech	Introduction to the teachings of the Buddha and the Noble Eightfold Path, focussing on Right Speech and how this would impact the behaviour and life of a Buddhist.
	What is the best way for a Buddhist to lead a good life? Right Action	Further investigation into the teachings of the Buddha and the Noble Eightfold Path, focussing on Right Action and how this would impact the behaviour and life of a Buddhist.
	Is it possible for everyone to be happy?	Revisits the story of the Buddha and his enlightenment, consideration of material against inner happiness, and the Buddha's teachings about lessening suffering.
	Can the Buddha's teachings make the world a better place?	Anicca (change) and Dukkha (suffering), the story of the Buddha and the angry elephant, Kisa and the mustard seed, and the Buddha's teaching on how compassion can lessen suffering.

What is the best way for a Buddhist to lead a good life?	Examples of the Eightfold Path that a Buddhist might put into action (especially Right Mindfulness and Right Effort) are nirvana, enlightenment, and reincarnation.
What is the best way for Buddhists to show commitment to their beliefs?	The 3 Jewels or Refuges, Sangha, Dhamma, the Noble Eightfold Path, the Three Root Poisons, Dukkha, The Three Marks of Existence (everything changes, dissatisfaction leads to suffering and the fact that people can change), The Four Noble Truths (suffering exists; it has a cause; it has an end; and it has a way to bring about its end), The Five Precepts
What is the best way for a Buddhist to live a good life? Right Living and Intention	The consequences of the five precepts include how Dhamma might lead a Buddhist to choose a specific job or career and how the right intention might impact a Buddhist's life.
How do believers interpret Buddhist teachings?	Theravada Buddhists, Mahayana Buddhists, how the Eightfold Path might be interpreted by a believer, Samsara, why the 5 Precepts and the Eightfold Path might be necessary to some Buddhists.

Sanatana Dharma (Hindu tradition) YEAR 5

The following table shows all the HPS RE enquiries for the Hindu tradition.

In Y5, enquiries focus on the foundations of beliefs and practice.

Age range	Enquiry	Theme/content
Y5	Who is God to Sanatanis?	Brahman is one supreme being in everything and everywhere. The Trimurti and what each aspect of Brahman represents. The Sanatani believe that there is one God in many different forms, and how these deities are present in Sanatani beliefs and worship.
	What might Sanatanis learn from the story of Rama and Sita and the celebrations of Diwali?	The story of Rama and Sita, what a Sanatani might learn from it and how it informs some elements of Sanatani practice.
	Who is God to Sanatanis?	Brahman is one supreme being in everything and everywhere. The Trimurti and what each aspect of Brahman represents. The Sanatani believe that there is one God in many different forms, and how these deities are present in Sanatani beliefs and worship.
	Does visiting the Ganges make a person a better Sanatani?	The importance of the River Ganges to Sanatanis and why they would pilgrimage there. What actions are taken at Varanasi because Brahman believes in everything, including the river's waters?
	What do some deities tell Sanatanis about God?	Belief in the deities and their aspects of the one supreme being, Brahman. Focus on Ganesha and Lakshmi and the particular blessings they bestow.
	What is the best way for a Sanatani to lead a good life?	How the Sanatani beliefs in Karma, Atman and Moksha may affect the actions they take in their lives, including devotion to God and actions to help society.

What is the best way for a Sanatani to show commitment to God?	Prayer and Worship include the significance of Puja and how Puja shows commitment to God, devotion to gods and goddesses, and pilgrimage to the Ganges.
How can Brahman be everywhere and in everything?	Brahman takes on many forms (the children will look at a selection), showing aspects of the supreme deity, the Trimurti, the Aum.
Do beliefs in Karma, Samsara and Moksha help Sanatanis live good lives?	Sanatani believes in Karma, reincarnation, and different types of Dharma, Samsara, and Moksha. The impact of these beliefs on the lives of Sanatanis, including Sadhus.

Judaism YEAR 6

The following table shows all the HPS RE enquiries for Judaism.

In Y6, enquiries focus on the foundations of beliefs and practice.

Age range	Enquiry	Theme/content
Y6	Who is God to Jews?	Introduction to Judaism including God's covenant with Abraham, the Jewish belief in one God, the story of Moses and the 10 Commandments, and the 613 Mitzvot.
	Is Shabbat important to Jewish children?	Shabbat - The Jewish creation story, Shabbat and the synagogue as a place of worship during Shabbat
	Does visiting the synagogue help Jewish children feel closer to God?	Synagogue - The importance of Jerusalem, pilgrimage there, and the synagogue as a place of worship and community.
	What is the best way for a Jew to lead a good life?	Abraham and Isaac and God's covenant with Abraham, Jewish marriage, Tikkun Olam, Tu B'Shevat, Mitzvah Day.
	How do Jewish beliefs, teachings, and stories impact daily life?	Kosher, Kashrut rules from the Torah, treif and parev foods; the Passover story and the Seder plate's symbolism.
	How does celebrating Shavuot help Jewish children feel closer to God?	Pesach or Passover (To commemorate leaving Egypt and the crossing of the Red Sea), Sukkot (The festival of God's protection) and Shavuot (Giving of the Torah), the story of Moses and the Israelites in the desert and the giving of the 10 Commandments, Bikkurim, how Shavuot is celebrated today.
	Are Rosh Hashanah and Yom Kippur meaningful to Jewish children?	Torah, aspects of the synagogue, New Year/Rosh Hashanah, Yom Kippur (Day of Atonement), Days of Awe, Mitzvot. Customs of Rosh Hashanah, ways Jews would celebrate Yom Kippur.

What is the best way for a Jew to show commitment to God?		Covenant, the Ten Commandments, Shabbat, Kashrut, going to Synagogue and worship, Seder, the Torah and the importance of Jewish Festivals, Bar and Bat Mitzvah.
How do Jews interpret sacred teachings and stories today?		How Shabbat is celebrated amongst different Jewish communities (Orthodox, Reform, Haredi, Masorti, Liberal). Importance of Shabbat in the Torah, diversity and choice within Judaism regarding Kashrut.

During form periods and in the Headmistress' assembly, religious festivals are discussed throughout the year. Form time is an important part of the school day, to resolve friendship issues and promote the values of kindness and respect.

This policy is reviewed annually:

	Signed Headteacher	Director
Date of review: September 2024	Mrs Vayro.	
Date of next review: September 2025		



Relationships Education in Primary Schools (Appendix) – 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 adults. The references R3/H5, etc, can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw -11 Programme.

The guidance states that by the end of primary school:

	<i>Pupils should know...</i>	<i>How Jigsaw provides the solution</i>
Families and people who care for me	<ul style="list-style-type: none"> • R1 that families are important for children growing up because they can give love, security and stability. • R2: The characteristics of a healthy family life include commitment to each other, including in times of difficulty, protection and care for children and other family members, and the importance of spending time together and sharing each other's lives. • R3 that others' families, either in school or the wider world, sometimes look different from their family. However, they should respect those 	<p>All of these aspects are covered in lessons within the Puzzles.</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Respecting Difference • Being Me in My World

	<p>differences and know that other children's families are also characterised by love and care.</p> <ul style="list-style-type: none"> • R4 that stable, caring relationships, which may be different, are at the heart of happy families and are essential for children's security as they grow up. • R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (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). • R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed 	
<p>Caring friendships</p>	<ul style="list-style-type: none"> • R7 How meaningful friendships are in making us feel happy and secure, and how people choose and make friends • R8 The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded 	<p>All of these aspects are covered in lessons within the Puzzles.</p> <ul style="list-style-type: none"> • Being Me in My World • Respecting Difference • Relationships

	<ul style="list-style-type: none"> • R10 that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • R11 how to recognise whom to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, manage conflict, how to manage these situations and how to seek help and advice from others if needed 	
<p>Respectful relationships</p>	<ul style="list-style-type: none"> • R12 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • R13 practical steps they can take in a range of different contexts to improve or support respectful relationships • R14 The conventions of courtesy and manners • R15 the importance of self-respect and how this links to their happiness • R16 that in school and wider society, they can expect to be treated with respect by others and that, in turn, they should show due respect to others, including those in positions of authority • R17 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help 	<p>All of these aspects are covered in lessons within the Puzzles.</p> <ul style="list-style-type: none"> • Being Me in My World • Respecting Difference • Dreams and Goals • Healthy Me • Relationships • Changing Me

	<ul style="list-style-type: none"> • R18 What a stereotype is, and how stereotypes can be unfair, harmful or destructive • R19 the importance of permission-seeking and giving in relationships with friends, peers and adults 	
Online relationships	<ul style="list-style-type: none"> • R20 that people sometimes behave differently online, including by pretending to be someone they are not. • R21 that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, including when we are anonymous. • R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • R23: How do they critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met? • R24 how information and data are shared and used online. 	<p>All of these aspects are covered in lessons within the Puzzles.</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Respecting Difference
Being safe	<ul style="list-style-type: none"> • R25 What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)? • R26 about the concept of privacy and its implications for both children and adults, including the fact that it is not always right to keep secrets if they relate to being safe. • R27 that each person's body belongs to them, and the differences between appropriate, inappropriate, unsafe physical, and other contact. 	<p>All of these aspects are covered in lessons within the Puzzles.</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Respecting Difference

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| | <ul style="list-style-type: none">• R28: How can they respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know?• R29 how to recognise and report feeling unsafe or destructive about any adult.• R30 how to ask for advice or help for themselves or others and to keep trying until they are heard,• R31: How do you report concerns or abuse, and what vocabulary and confidence are needed?• R32 where to get advice, e.g. family, school and/or other sources. | |
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Physical health and mental well-being education. DfE Guidance

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

By the end of Y6:

	<i>Pupils should know</i>	<i>How Jigsaw provides the solution</i>
<i>Mental wellbeing</i>	<ul style="list-style-type: none"><i>• H1 that mental well-being is a normal part of daily life, in the same way as physical health.</i><i>• H2 that there is a standard range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience about different experiences and situations.</i><i>• H3: How do they recognise and talk about their emotions? They should have a varied vocabulary of words when talking about their own and others' feelings.</i><i>• H4: How can we judge whether what they are feeling and how they are behaving is appropriate and proportionate?</i><i>• H5 The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</i>	<p><i>All of these aspects are covered in lessons within the Puzzles.</i></p> <ul style="list-style-type: none"><i>• Healthy Me</i><i>• Relationships</i><i>• Changing Me</i><i>• Respecting Difference</i>

	<ul style="list-style-type: none"> • H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • H7 isolation and loneliness can affect children, and children need to discuss their feelings with an adult and seek support. • H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • H9 Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). • H10 It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the proper support is available, mainly if accessed early enough. 	
<p>Internet safety and harms</p>	<ul style="list-style-type: none"> • H11, for most people, the internet is an integral part of life and has many benefits. • H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and other's mental and physical well-being. 	<p>All of these aspects are covered in lessons within the Puzzles.</p> <ul style="list-style-type: none"> • Relationships • Healthy Me

	<ul style="list-style-type: none"> • H13: How do they consider the effect of their online actions on others, recognise and display respectful behaviour online, and keep personal information private? • H14 Why are social media, some computer games, and online gaming, for example, age-restricted? • H15 that the internet can also be a hostile place where online abuse, trolling, bullying and harassment can take place, which can hurt mental health. • H16 how to be a discerning online consumer of information, including understanding that information from search engines is ranked, selected and targeted. • H17 where and how to report concerns and get support with issues online. 	
<p>Physical health and fitness</p>	<ul style="list-style-type: none"> • H18 the characteristics and mental and physical benefits of an active lifestyle. • H19 the importance of building regular exercise into daily and weekly routines and how to achieve this: walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • H20 the risks associated with an inactive lifestyle (including obesity). 	<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"> • H21: How and when should they seek support? Which adults should they speak to in school if they are worried about their health? 	
Healthy eating	<ul style="list-style-type: none"> • H22 What constitutes a healthy diet (including understanding calories and other nutritional content). • H23 the principles of planning and preparing a range of healthy meals. • H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<p>All of these aspects are covered in lessons within the Puzzles.</p> <ul style="list-style-type: none"> • Healthy Me
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 	<p>All of these aspects are covered in lessons within the Puzzles.</p> <ul style="list-style-type: none"> • Healthy Me
Health and prevention	<ul style="list-style-type: none"> • H26: How can we recognise early signs of physical illness, such as weight loss or unexplained changes to the body? • H27 about safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer. • H28 The importance of sufficiently good quality sleep for good health and the lack of sleep can affect weight, mood, and learning ability. 	<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"> • H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • H30 about personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of handwashing. • H31 The facts and science relating to immunisation and vaccination 	
Basic first aid	<ul style="list-style-type: none"> • H32: How can a clear and efficient call to emergency services be made if necessary? • H33 concepts of essential 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"> • H34 key facts about puberty and the changing adolescent body, particularly from age 9 to 11, including physical and emotional changes. • H35 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