The Griffin Federation
Nurture to Flourish

Relationship and Sex Education,
And PSHE Policy
March 2025

In the Griffin Federation, the aim of the PSHE/RSE curriculum is to provide the children with opportunities to discuss and reflect on important issues that could directly affect them, the local area and the wider world. As a Federation, we have adopted the 'Jigsaw' scheme which is a mindful approach to PSHE and aims to improve children's capacity to learn their resilience and emotional well-being and mental health and thereby enhance their life-chances. There are six key themes which we will cover as a Federation.

In *Jigsaw*, mindfulness is developed in 3 main ways:
*Through the 'calm me' time in each 'jigsaw piece.'
*Through the taught curriculum
*Through 'pause points' in lessons which ask children to 'stop and look inside.'

Children learn by repetition. As a result, the six themes are repeated year on year throughout Year 1 to Year 6 ensuring steady **progression** and building on prior learning and knowledge. Each Year, each class will cover all six key themes (represented as 'jigsaw pieces'). Every year group across the Federation will study the same 'jigsaw piece' unit at the same time. Progression for each unit is ensured by following the *Jigsaw Programme of Study* which strategically and logically **sequences** lesson intentions so that there is full **coverage** of each unit.

EYFS has its own formal programme of study, which also follows *Jigsaw*.
Jigsaw PSHE in the EYFS contributes most significantly to these areas of learning:

*Personal, social and emotional development.

*Understanding the world.

*Physical development.

The Autumn Term is an important time in the calendar for the PSHE Curriculum as it is the scheduled time for 'Marvellous Me Week.' This involves the direct teaching of safety, cultural diversity and development of personal qualities (such as resilience). Therefore, the 1st week for Autumn Term 2 is dedicated to the teaching of this (using Jigsaw planning if appropriate).

Mixed year group classes

As many classes across the Federation have mixed year groups, the PSHE scheme will follow a 'Year A/B' approach to try and offset possibilities of repeated learning. Single Year group classes should teach their Year group as it appears on the long-term plan. The following table indicates which year group units should be followed each year:

Mixed Year Group	Year A	Year B
1 and 2	Year 1 units	Year 2 units
2 and 3	Year 2 units	Year 3 units
3 and 4	Year 3 units	Year 4 units
4 and 5	Year 4 units	Year 5 units
5 and 6	Year 5 units	Year 6 units

RSHE

(Relationship, Sex and Health education)

From the Summer Term 2021, RSE has been compulsory in schools.

RSHE is covered comprehensively by using the *Jigsaw* scheme of work. Relationships and Health Education are covered throughout the *Jigsaw* units each year as **these are compulsory** for Primary Education.

Sex Education is not a statutory requirement for Primary Education but we have decided, as a Federation, that in Year 5 and 6, children will cover Sex Education as part of the 'Changing Me' unit in Summer Term 2. However, as Sex Education is **not compulsory**, communication with parents **must** be had to inform them of what will be covered. Parents then have the right to withdraw their child(ren) from Sex Education if they desire.

Parents **do not** have the right to withdrawn their child(ren) from Relationship and Health Education as these are statutory requirements for Primary Education. However, communication with parents should be had in order to inform and address concerns.

As part of the OFSTED requirements, RSE will include lessons which focus on/refer to LGBT relationships.

RSE in the context of Church of England Schools (Holbeach St. Marks) should always keep this vision in mind: a vision that we're precious and made to light up the world. In addition, the 'Christian Vision' should be followed and these points considered:

i. We are made in the image of God. How does this affect our relationships (with friends, parents, romantic etc)?
ii. Life in all its fullness
iii. Faith sensitive and inclusive.
iv. Dignity and respect.
v. Our Federation's vision for PSHE/RSE

Griffin Federation PSHE Curriculum Framework Overview

As a Federation, we follow the Jigsaw scheme of work which covers 6 key themes or 'jigsaw pieces'. Each year group will be taught the same theme at the same time and this learning will progress as the children move up the school.

Being me in my world	**Celebrating differences (including anti-bullying)**
Dreams and goals	**Healthy me**
Relationships	**Changing me (including sex education)**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	**Being me in my world** *Self-identity *Understanding feelings *Being in a classroom *Being gentle *Rights and responsibilities	**Celebrating differences** *Identifying talents *Being special *Families *Where we live *Making friends *Standing up for yourself	**Dreams and goals** *Challenges *Perseverance *Goal-setting *Overcoming obstacles *Seeking help *Jobs *Achieving goals	**Healthy me** *Exercising bodies *Physical activity *Healthy food *Sleep *Keeping clean *Safety	**Relationships** *Family life *Friendships *Breaking friendships *Falling out *Dealing with bullying *Being a good friend	**Changing me** *Bodies *Respecting my body *Growing up *Growth and change *Fun and fears *Celebrations

Year 1	**Being me in my world** *Feeling special and safe *Being part of a class *Rights and responsibilities *Rewards and feeling proud *Consequences *Owning the Learning Charter	**Celebrating differences** *Similarities and differences *Understanding bullying and knowing how to deal with it *Making new friends *Celebrating the differences in everyone	**Dreams and goals** *Setting goals *Identifying successes and achievements *Learning styles *Working well and celebrating achievement with a partner *Tackling new challenges *Identifying and overcoming obstacles *Feelings of success	**Healthy me** *Keeping myself healthy *Healthier lifestyle choices *Keeping clean *Being safe *Medicine safety/safety with household items *Road safety *Linking health and happiness	**Relationships** *Belonging to a family *Making friends/being a good friend *Physical contact preferences *People who help us *Qualities as a friend and person *Self-acknowledgement *Being a good friend to myself *Celebrating special relationships	**Changing me** *Life cycles – animal and human *Changes in me *Changes since being a baby *Differences between female and male bodies (correct terminology) *Linking growing and learning *Coping with change *Transition

Year 2	**Being me in my world** *Hopes and fears for the year *Rights and responsibilities *Rewards and consequences *Safe and fair learning environment *Valuing contributions *Choices *Recognising feelings	**Celebrating differences** *Assumptions and stereotypes about gender *Understanding bullying *Standing up for self and others *Making new friends *Gender diversity *Celebrating difference and remaining friends	**Dreams and goals** *Achieving realistic goals *Perseverance *Learning strengths *Learning with others *Group co-operation *Contributing to and sharing success	**Healthy me** *Motivation *Healthier choices *Relaxation *Healthy eating and nutrition *Healthier snacks and sharing food	**Relationships** *Different types of family *Physical contact boundaries *Friendship and conflict Secrets *Trust and appreciation *Expressing appreciation for special relationships	**Changing me** *Life cycles in nature *Growing from young to old *Increasing independence *Differences in female and male bodies (correct terminology) *Assertiveness *Preparing for transition
Year 3	**Being me in my world** *Setting personal goals *Self-identity and worth *Positivity in challenges *Rules, rights and responsibilities *Rewards and consequences *Responsible choices *Seeing things from others' perspectives	**Celebrating differences** *Families and their differences *Family conflict and how to manage it (child-centred) *Witnessing bullying and how to solve it *Recognising how words can be hurtful *Giving and receiving compliments	**Dreams and goals** *Difficult challenges and achieving success *Dreams and ambitions *New challenges *Motivation and enthusiasm *Recognising and trying to overcome obstacles *Evaluating learning processes *Managing feelings *Simple budgeting	**Healthy me** *Exercise *Fitness challenges *Food labelling and healthy swaps *Attitudes towards drugs *Keeping safe and why it's important online and off line scenarios *Respect for myself and others *Healthy and safe choices	**Relationships** *Family roles and responsibilities *Friendship and negotiation *Keeping safe online and who to go to for help *Being a global citizen *Being aware of how my choices affect others *Awareness of how other children have different lives *Expressing appreciation for family and friends	**Changing me** *How babies grow *Understanding a baby's needs *Outside body changes *Inside body changes *Family stereotypes *Challenging my ideas *Preparing for transition

Year 4	**Being me in my world** *Being part of a class team *Being a school citizen *Rights, responsibilities and democracy (school council) *Rewards and consequences *Group decision-making *Having a voice *What motivates behaviour?	**Celebrating differences** *Challenging assumptions *Judging by appearance *Accepting self and others *Understanding influences *Understanding bullying *Problem-solving *Identifying how special and unique everyone is *First impressions	**Dreams and goals** *Hopes and dreams *Overcoming disappointment *Creating new, realistic dreams *Achieving goals *Working in a group *Celebrating contributions *Resilience *Positive attitudes	**Healthy me** *Healthier friendships *Group dynamics *Smoking *Alcohol *Assertiveness *Peer pressure *Celebrating inner strength	**Relationships** *Jealousy *Love and loss *Memories of loved ones *Getting on and Falling Out *Girlfriends and boyfriends *Showing appreciation to people and animals	**Changing me** *Being unique *Having a baby *Girls and puberty *Confidence in change *Accepting change *Preparing for transition *Environmental change
Year 5	**Being me in my world** *Planning the forthcoming year *Being a citizen *Rights and responsibilities *Rewards and consequences *How behaviour affects groups *Democracy, having a voice, participating	**Celebrating differences** *Cultural differences and how they can cause conflict *Racism *Rumours and name-calling *Types of bullying *Material wealth and happiness *Enjoying and respecting other cultures	**Dreams and goals** *Future dreams *The importance of money *Jobs and careers *Dream job and how to get there *Goals in different cultures *Supporting others (charity) *Motivation	**Healthy me** *Smoking, including vaping *Alcohol *Alcohol and anti-social behaviour *Emergency aid *Body image *Relationships with food *Healthy choices *Motivation and behaviour	**Relationships** *Self-recognition and self-worth *Building self-esteem *Safer online communities *Rights and responsibilities online *Online gaming and gambling *Reducing screen time *Dangers of online grooming *SMARRT internet safety rules	**Changing me** *Self- and body image *Influence of online and media on body image *Puberty for girls *Puberty for boys *Conception (including IVF) *Growing responsibility *Coping with change *Preparing for transition

Year 6	**Being me in my world** *Identifying goals for the year *Global citizenship *Children's universal rights *Feeling welcome and valued *Choices, consequences and rewards *Group dynamics *Democracy, having a voice *Anti-social behaviour *Role-modelling	**Celebrating differences** *Perceptions of normality *Understanding disability *Power struggles *Understanding bullying *Inclusion/exclusion *Differences as conflict, difference as celebration *Empathy	**Dreams and goals** *Personal learning goals, in and out of school *Success criteria *Emotions in success *Making a difference in the world *Motivation *Recognising achievements *Compliments	**Healthy me** *Taking personal responsibility *How substances affect the body *Exploitation, including 'county lines' and gang culture *Emotional and mental health *Managing stress	**Relationships** *Mental health *Identifying mental health worries and sources of support *Love and loss *Managing feelings *Power and control *Assertiveness *Technology safety *Take responsibility with technology use	**Changing me** *Self-image *Body image *Puberty and feelings *Conception to birth *Reflections about change *Physical attraction *Respect and consent *Boyfriends/girlfriends *Sexting *Transition

Parents were consulted in the initial development of this policy in 2021. Each year, a letter is sent out to parents outlining the statutory content of relationships education, and non-statutory sex education content which parents can remove their child from if they choose.

This policy was adopted in March 2025

This policy will be updated in March 2028