

***Long Knowle Primary School***

**(Draft Version for Consultation)**

**Personal, Social and Health Education (PSHE) Policy**

**including Relationships and Health Education statutory from September 2020, and our position on Sex Education (RSE)**

Initially agreed by Staff and Governors: November 2021

Parental Consultation : November 2021

Next Review: September 2022

1. **Contents**
2. Rational and ethos………………………………………………………………………………………………………………3
3. Legislation ………………………………………………………………………………………………………………………….3
4. Roles and Responsibilities ………………………………………………………………………………………………….3
5. Curriculum Design………………………………………………………………………………………………………………4
6. Relationships Education …………………………………………………………………………………………………….5
7. Health Education ……………………………………………………………………………………………………………….6
8. Sex Education ……………………………………………………………………………………………..…………………….6
9. Curriculum Overview …………………………………………………………………………………………………………7
10. Curriculum Links…………………………………………………………………………………………………………………8
11. Withdrawal………………………………………………………………………………………………………………………..9
12. Equality…………………………………………………………………………………………………………………………….10
13. Safeguarding ……………………………………………………………………………………………………………………11
14. Monitoring and Review…………………………………………………………………………………………………….11
15. Appendices……………………………………………………………………………………………………………………….12

**Rational and Ethos**

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

* Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
* Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

At Long Knowle Primary School, our pupils deserve nothing less than a solid foundation in Personal, Social and Health Education (PSHE) and Sex and Relationship Education (RSE). We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing. We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

**Legislation (statutory regulations and guidance)**

From September 1st 2021 we will be teaching Relationships and Health Education as part of the mandatory statutory requirements. See current legislation compliance below:

* Education Act (1996)
* Learning and Skills Act (2000)
* Education and Inspections Act (2006)
* Equality Act (2010)
* Supplementary guidance SRE for the 21st Century (2014)
* Keeping Children Safe in Education – Statutory Safeguarding Guidance (2018)
* Children and Social Work Act (2017)

*-From September 2021 this will also include Relationships Education, Relationships & Sex Education (RSE) and Health Education Statutory Guidance (published July 2019).*

**Roles and Responsibilities**

Those involved with the development of this policy include the PSHE Lead, Local Authority advisor/SIA , teaching staff, parent representatives and the Head Teacher. Teaching staff and support staff are responsible for the delivery of lessons and key RSE messages. Teaching staff will receive ongoing training as required to support with developing awareness and needs.

The PSHE lead, Head Teacher and other professionals will deliver training and resources to key staff members who teach timetabled lessons, and will monitor and report to the School Link Governor for PSHE, the Head Teacher and Governing Body at Long Knowle Primary School.

The Head Teacher will be responsible for the oversight of the curriculum and policies and will also manage any issues or concerns.

The LA advisor can support with subject development, sharing best practice, updating any national guidance/training and LA trends.

The Safeguarding Lead will be responsible for checking the policy for safeguarding compliance and dealing with safeguarding matters should they arise.

Parents/ carers are responsible for working in partnership with the school by being conversant with school policy and supporting learning within the home environment.

**Curriculum Design**

**Statutory PSHE**

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

We have chosen to follow the ‘Jigsaw’ programme to teach PSHE.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children’s learning in this vital curriculum area. The overview of the programme can be found in this document (see Appendix 1).

This also supports the “Personal Development” and “Behaviour and Attitude” aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

**Statutory Relationships and Health Education**

Here, at Long Knowle Primary School we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect themselves and others, to empower them with a voice and to equip them for life and learning.

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

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children’s needs. Jigsaw, and therefore our school, meets the statutory Relationships and Health Education requirements.

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

#### A Whole-School Approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. There are six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

At Long Knowle Primary School we allocate approximately 45 minutes to PSHE lessons each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Class teachers and support staff deliver the lessons to their own classes. These lessons are reinforced and enhanced in many ways: assemblies, our praise and reward system, through relationships between 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.

**Relationships Education**

***What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?***

Relationships Education in primary schools will cover ‘Families and people who care for me’, ‘Caring friendships’, ‘Respectful relationships’, ‘Online relationships’, and ‘Being safe’.

The expected outcomes for each of these elements can be found in this document (see Appendix 3) in accordance with DfE guidance (2019). The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the ‘Relationships’ Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the ‘Celebrating Difference’ Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

RSE is an integral part of our whole school PSHE provision. It also is supported by statutory requirements as set out in the National Curriculum for Science. Details of our curriculum can be viewed in the Curriculum Links section of this document. We use a variety of approved resources and external visitors (e.g. Project Give, the School Nursing Service)to deliver our RSE Health & Relationships curriculum. **We ensure that our delivery is age and stage relevant.** Our approach will ensure inclusivity as part of our school ethos. Pupils will be encouraged to reflect upon their own views, opinions and ideas using appropriate assessment for learning methods. These will vary depending on topic and year group.

Each Key Stage will use:

* PHSE curriculum time. (See Nurturing Programme, social groups, Wolverhampton RSE KS1 & KS2 programmes of study)
* Cross curricular activities in other subjects (see links to Science Curriculum 2014)
* Assembly themes
* Health professionals, special activities and school events ( ‘Puberty Pack’ lessons in Years 5 &6 – updated in 2015 forming part of the Wolverhampton RSE KS2 programme of study, Project Give in Years 4,5,6)
* A wide variety of active learning methods, e.g. drama, role play, discussions, art, ICT, circle time

As a result of our curriculum planning, Relationships and Sex Education should empower the children at our school to:

* Develop confidence in talking, listening, and thinking about feelings, emotions and relationships
* Mature, grow in confidence, develop an understanding of their emotional wellbeing, and develop the knowledge and skills that are needed to deal with the conflicting pressures that young people face.
* Know about their bodies and be able to name/describe the parts and functions.
* Protect themselves and ask for help and support.
* Be prepared for puberty, and move with confidence from childhood to adolescence, and on into adulthood.
* Learn about the nature and importance of marriage and stable relationships for family life and bringing up children, and as key building blocks of community and society.
* Make good academic progress, as children who feel safe and supported are more likely to achieve higher standards.
* RSE can assist and support parents in the difficult and changing role of educating their children about relationships and sexual matters.

**Health Education**

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

Health Education in primary schools will cover ‘Mental wellbeing’, ‘Internet safety and harms’, ‘Physical health and fitness’, ‘Healthy eating’, ‘Drugs, alcohol and tobacco’, ‘Health and prevention’, ‘Basic First Aid’, ‘Changing adolescent body’.

The expected outcomes for each of these elements can be found on our website. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the ‘Healthy Me’ Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm Me time, social skills are grown every lesson through the Connect Us activity and respect is enhanced through the use of the Jigsaw Charter.

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; in Jigsaw this is taught as part of the ‘Changing Me’ Puzzle (unit). This is also taught as part of the Science curriculum.

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

**Sex Education**

The DfE Guidance 2019 (p.23) recommends that all primary schools *‘have a sex education programme tailored to the age and the physical and emotional maturity of the pupils’.*

However, *‘Sex Education is* ***not*** *compulsory in primary schools’*. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education ‘*should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born’.*

At Long Knowle Primary School, we believe children should understand the facts about human reproduction before they leave primary school so that they can learn about the physical and emotional changes associated with puberty before they experience them. They will then have the correct information about how to look after their bodies and how to keep themselves safe. Puberty is about developing sexual maturity and the ability to reproduce, which for humans is sexual reproduction.

We define Sex Education at primary level as understanding human reproduction: the joining of a sperm from the male and an egg from the female to enable an offspring, which has characteristics of both, to grow. We intend to teach some of this through the Science curriculum. This will be done sensitively and at an age- appropriate level.

**Curriculum Overview**

What do we teach when?

The table below gives the learning theme of each of the six Puzzles (units). These themes are taught across the school; the learning deepens and broadens every year, at an age-appropriate level.

|  |  |  |
| --- | --- | --- |
| Term | Puzzle (Unit) | Content |
| Autumn 1: | Being Me in My World | Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established. |
| Autumn 2: | Dreams and Goals | Includes goal setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society  |
| Spring 1: | Celebrating Difference | Includes anti-bullying (cyber and homophobic bullying included) and understanding |
| 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 and other relationships, conflict resolution and communication skills, bereavement and loss |
| Summer 2: | Changing Me | Includes Relationships and Sex Education in the context of coping positively with change |

More specific content of each year group can be found in our content overview (see Appendix 1). The vocabulary used in each year group can also be found in this policy. (See Appendix 2).

**Curriculum Links**

In **Key Stage One** Science, children will be taught **Animals including Humans**. This will include:

* That animals, including humans, have offspring that grow into adults
* The basic needs of adults, including humans, for survival

*Pupils should be taught to:*

* *notice that animals, including humans, have offspring which grow into adults*
* *find out about and describe the basic needs of animals, including humans, for survival (water, food and air)*
* *describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene*

The National Curriculum, 2014

In **Year Three** Science, children will be taught **Plants**. This will include:

* The functions of the different parts of flowering plants
* The part that flowers play in the lifecycle of flowering plants, including pollination, seed formation and seed dispersal

*Pupils should be taught to:*

* *identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers*
* *explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant*
* *investigate the way in which water is transported within plants*
* *explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal*

The National Curriculum, 2014

In **Year Five** Science, children will be taught **The Life Cycles of Plants and Animals**. This will include:

* How some plants reproduce
* Sexual reproduction in mammals (that mammals use sexual reproduction to produce their offspring; that a male and female will mate; that a male gamete is called sperm and a female gamete is an ovum; that sperm and ovum meet, causing fertilisation; that the fertilised cell divides and grows into a baby; how mammals are warm blooded and make milk for their babies)
* Metamorphosis and life cycles in amphibians and insects

*Pupils should be taught to:*

* *describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird*
* *describe the life process of reproduction in some plants and animals*

The National Curriculum, 2014.

**Year Five** Science will also cover **Changes in Humans as they Develop and Mature**. This unit will include:

* The changes in humans as they develop to old age
* The growth and development of babies in their first year
* The changes that take place in boys ‘ and girls’ bodies during puberty
* Gestation periods for various animals
* Life expectancy of humans and animals

*Pupils should be taught to:*

* *describe the changes as humans develop to old age*

The National Curriculum, 2014

In **Year Six** Science, we will cover **Evolution and Inheritance**. This will include:

* how living things have changed over time
* how fossils provide information about living things that inhabited the Earth millions of years ago
* that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
* how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

*Pupils should be taught to:*

* *recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago*
* *recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents*
* *identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution*

The National Curriculum, 2014

**Withdrawal**

#### Relationships and Health Education

**Relationships and Health Education are statutory at primary level and parents do not have the right to withdraw their child from the subjects.**

#### Sex Education

As sex education is not statutory at primary level (other than what must be taught as part of the Science curriculum), parents have the right to request to withdraw their child from all or part of the sex education curriculum. The Head Teacher will automatically grant written withdrawal requests; however, the Head Teacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Head Teacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded. The Head Teacher will keep a record of the discussion between themselves, the pupil and the parent. The Head Teacher will grant a parent’s request to withdraw their child from sex education, **other than the content that must be taught as part of the science curriculum.** The parent will be informed in writing of the Head Teacher’s decision. Where a pupil is withdrawn from sex education, the Head Teacher will ensure that the pupil receives appropriate alternative education.

We will inform parents in advance of the content of the PSHE lessons that explicitly teach sex education i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 3 (Conception, birth)

Parents will have the opportunity to view and/or discuss the content of these lessons, by prior arrangement.

#### Science

Content taught within Science is statutory, therefore children cannot be withdrawn from these lessons. We are of course happy to discuss the content of the curriculum and invite parents and carers to contact the school office should they have any concerns or questions.

**Equality**

**This policy will inform the school’s Equalities Plan.**

The DfE Guidance 2019 (p. 15) states, *“Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.*

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

At Long Knowle Primary School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

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

Jigsaw teaches children to be kind, understanding and respectful of others, even if they are perceived as different.

It teaches that people have rights, but that there are also responsibilities which go with these.

It teaches children that there are laws to protect them and others from being hurt or abused and helps to protect them from bullying.

Jigsaw helps to clarify, age-appropriately, questions which children may have about the world.

Same -gender families are not taught in isolation, but as just another family type.

Jigsaw DOES NOT teach or encourage children to be LGBTQ.

It DOES NOT cover what LGTBQ people do sexually, nor about how their relationships function.

It DOES NOT promote LGBTQ lifestyles as a preferred way of living. Jigsaw’s advice about answering children’s questions age-appropriately does not sexualise children, ‘destroy’ their innocence nor encourage them to experiment.

**Safeguarding**

All staff are trained in safeguarding. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this situation staff will follow internal safeguarding policies including informing the Designated Safeguarding Lead. Prior to teaching, teachers will consult with the Designated Safeguarding Lead to ensure that issues can be addressed and appropriate differentiation may be made.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors (such as the school nursing team) from outside school may be invited to contribute to the delivery of RSE in school.

All visitors will be familiar with and understand the school’s RSE policy and work within it as they will be sent a copy as part of the teaching agreement. As part of school entry to site all visitors are signed into school with appropriate identification.

As per the Safeguarding policy, visitors are supervised/supported by a member of staff.

The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

There may be times when a child wishes to confide in a teacher. It is the school policy that information may need to be passed on the Head teacher or Designated Safeguarding Lead (or Deputy DSL) if there is a risk of harm to the child. Children are informed that teachers cannot guarantee absolute confidentiality. The Head teacher/DSL/DDSL will decide what action to take to protect the best interest of the child, enabling action to be taken by other professionals if deemed necessary.

The school nurse follows a separate code of practice linked with their professional regulations.

The school is committed to working towards equality, promoting positive approaches to difference, and fostering respect for people of all cultural and social backgrounds whatever their age, sexuality,faith, ethnicity, gender, disability or additional educational need. Developing positive relationships between pupils of all backgrounds is an essential aspect of the work of the school. We will ensure that all young people receive Relationships and Sex education, and we will offer provision appropriate to the particular needs of all our students. We will respond to parental requests and concerns and will take specialist advice where necessary.

**Monitoring and Review**

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

This policy is reviewed annually.

|  |  |  |
| --- | --- | --- |
|  | Signed Headteacher | Signed Chair of Governors |
| Date of review: |  |  |
| Date of next review: |  |  |

**Jigsaw PSHE Content Overview (Appendix 1)**





**PSHE/RSHE: Progression of Vocabulary/Terminology (Appendix 2)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Being Me in My World** | **Celebrating Difference** | **Dreams and Goals** | **Healthy Me** | **Relationships** | **Changing Me** |
| **EYFS** | MyselfFeelingsBeing gentleRightsResponsibilities | TalentsFamiliesHomeFriendsStanding up for myself | ChallengesPerseveranceJobsHelp | ExerciseHealthy foodPhysical activitySleepClean | Family lifeFriendshipFalling out | BodiesRespecting my bodyFunFearsGrowth |
| **Y1** | SpecialSafeCommunityConsequencesRewards | Similarities DifferencesBullyingCelebrating | SuccessAchievementLearning stylesOvercoming obstacles | MedicineMedicationRoad safety | BelongingPhysical contactPreferencesCelebrations | Life cycles (animal/human)MaleFemaleChanges |
| **Y2** | HopeFearFairValuing ContributionsChoices | AssumptionsStereotypesGenderGender diversity | RealisticStrengthscooperationContributing | RelaxationNutritionLifestyle | BoundariesSecretsTrustAppreciation | Life cycles (plants)YoungOldIndependence |
| **Y3** | Goalsself-worthPositivityChallengesPerspectives | Diverse familiesFamily conflictChild-centredComplimentsWitnessSolutions | AmbitionsEnthusiasmManaging feelingsBudgeting  | Food labellingHealthy choicesOnline safetyOffline safety | RolesNegotiationDiverse livesImpact | InternalExternalNeeds |
| **Y4** | DemocracyMotivationClass CitizenVoicePeer pressure | JudgmentAppearanceAcceptanceInfluencesImpressions | DisappointmentOvercomingResiliencePositive attitude | Healthy friendshipsSmokingAlcoholInner strengthAssertiveness | JealousyLove/lossMemoriesGirlfriendsBoyfriends | Being uniqueBody changesTransitionAccepting changeHaving a baby |
| **Y5** | AspirationsNational citizenshipConflictVoteParticipation | Cultural diversityRacismRumoursMaterial wealthRespecting culture | Financial successLong-termCharity | VapingEmergency aidBody imageRelationships with foodHealthy choices | Self-recognitionSelf-esteemOnline communitiesGamingGamblingGrooming | Self-imageMedia influencePubertyConceptionIVF |
| **Y6** | Global citizenshipChildren’s Universal RightsGroup dynamicsRole-modellingAnti-social behaviour | Perceptions of normalityDisabilityEmpathyInclusionExclusion | Success criteriaRecognitionEvaluating | Personal responsibilitySubstancesExploitationCounty Lines/GangsManaging stress | Mental healthSources of supportControlPower | Body imagePhysical attractionConsentSexting |



**Relationships Education in Primary schools– DfE Guidance 2019 (Appendix 3)**

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The 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 3-11 Programme.

The guidance states that, by the end of primary school:

|  |  |  |
| --- | --- | --- |
|  | **Pupils should know…** | **How Jigsaw provides the solution** |
| **Families and people who care for me**  | * R1 that families are important for children growing up because they can give love, security and stability.
* R2 the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.
* R3 that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.
* R4 that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.
* 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
 | All of these aspects are covered in lessons within the Puzzles* Relationships
* Changing Me
* Celebrating Difference
* Being Me in My World
 |
| **Caring friendships** | * R7 how important 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
* 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 who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed
 |  |
| **Respectful relationships** | * 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 own happiness
* R16 that in school and in 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
* R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive
* R19 the importance of permission-seeking and giving in relationships with friends, peers and adults
 |  |
| **Online relationships** | * 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 to 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 is shared and used online.
 | All of these aspects are covered in lessons within the Puzzles* Relationships
* Changing Me
* Celebrating Difference
 |
| **Being safe** | * R25what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
* R26 about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
* R27 that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
* R28 how to 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 feelings of being unsafe or feeling bad 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 to report concerns or abuse, and the vocabulary and confidence needed to do so.
* R32 where to get advice e.g. family, school and/or other sources.
 | All of these aspects are covered in lessons within the Puzzles* Relationships
* Changing Me
* Celebrating Difference
 |

**Physical health and mental well-being education in Primary schools – DfE Guidance**

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

By the end of primary school:

|  |  |  |
| --- | --- | --- |
|  | **Pupils should know**  | **How Jigsaw provides the solution** |
| **Mental wellbeing**  | * H1 that mental wellbeing is a normal part of daily life, in the same way as physical health.
* H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
* H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.
* H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
* H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.
* 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 that it is very important for children 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 right support is made available, especially if accessed early enough.
 | All of these aspects are covered in lessons within the Puzzles* Healthy Me
* Relationships
* Changing Me
* Celebrating Difference
 |
| **Internet safety and harms** | * H11 that 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 others’ mental and physical wellbeing.
* H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.
* H14 why social media, some computer games and online gaming, for example, are age restricted.
* H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
* H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
* H17 where and how to report concerns and get support with issues online.
 | All of these aspects are covered in lessons within the Puzzles* Relationships
* Healthy Me
 |
| **Physical health and fitness** | * 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; for example, 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).
* H21 how and when to seek support including which adults to speak to in school if they are worried about their health.
 | All of these aspects are covered in lessons within the Puzzles* Healthy Me
 |
| **Healthy eating** | * 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).
 | All of these aspects are covered in lessons within the Puzzles* Healthy Me
 |
| **Drugs, alcohol and tobacco** | * H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
 |  |
| **Health and prevention** | * H26 how to 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 sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
* 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, viruses, how they are spread and treated, and the importance of handwashing.
* H31 the facts and science relating to immunisation and vaccination
 | All of these aspects are covered in lessons within the Puzzles* Healthy Me
 |
| **Basic first aid** | * H32 how to make a clear and efficient call to emergency services if necessary.
* H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.
 | All of these aspects are covered in lessons within the Puzzles* Healthy Me
 |
| **Changing adolescent body** | * H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
* H35 about menstrual wellbeing including the key facts about the menstrual cycle.
 | All of these aspects are covered in lessons within the Puzzles* Changing Me
* Healthy Me
 |

End of Guidance Appendix