



PSHE (Personal, Social, Health Education) Policy (including Relationships and Health Education statutory from September 2020, and our position on Sex Education)

Church of England Schools

SHERRIER CE PRIMARY SCHOOL	MAY 2021
RSHE LEAD KELLIE KIRBY	REVIEW DATE MAY 2022

Context

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.

PSHE

At Sherrier CE Primary School, we teach Personal, Social, 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.

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 seen on the school website.

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

"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 their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also

challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“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 in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Here, at Sherrier CE Primary School we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, 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. This policy should be read in conjunction with the school’s Safeguarding policy, Religious Education (RE) policy, Science policy and Online Safety policy.

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. The mapping document: **‘Jigsaw 3-11 and statutory Relationships and Health Education’** (Appendix 1), shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

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

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))

It is also aligned with the Church of England's, "***A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)***" and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, [second edition updated summer 2019](#)).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE which are taken from the DfE programmes of Study for PSHE.

What do we teach when and who teaches it?

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

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	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 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

At Sherrier CE Primary School we allocate at least an hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way, however, there are always additional hours we allocate to acknowledge PSHE objectives and undertake other celebrations and events that appear in our school calendar regularly, e.g. E Safety Day (February) , Anti- Bullying Week (November)

Jigsaw explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Learning Charter, 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 their own classes.

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 further on in this policy. 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.

Parents should also be aware that the Church of England states in, ***"Valuing All God's Children", 2019***, that Relationships and Sex education should: ***"Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world."***
(Page 34)

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 further on in this policy. 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.

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 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 Sherrier CE Primary School, we believe children should understand the facts about human reproduction before they leave primary school. With this in mind, we aim to teach the nature of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health and also discusses relationships.

While we use relationships and sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. While we do not use relationships and sex education as a means of promoting any form of sexual orientation, we do discuss the diversity of relationships seen in society today.

We teach Relationship and Sex Education to the children in a way that is informative and yet is respectful to all who make up our diverse school community. Whilst it will not discriminate against

any protected characteristics in the Equality Act 2010 (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation), it will be sensitive towards faith and beliefs and be covered in a respectful way. Children will develop an understanding of the importance of respecting other people's viewpoints and interpretations of religious communities view on sex and relationships.

We define Sex Education as an understanding of human reproduction.

At Sherrier CE Primary School, we believe that RSE is an important part of preparing our children for their lives now and in the future. This policy outlines the purpose, methods of delivery and the content of Relationships and Sex Education (RSE).

The aims of RSE at Sherrier are to: -

- Provide a broad and balanced framework, in which sensitive discussions can take place, for all pupils including those with special educational needs
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy and ensure that this is part of the school ethos
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Work in partnership with parents and carers

We do this by teaching children about: -

- The physical development of their bodies as they grow into adults
- The way humans reproduce
- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term relationship
- The diversity of relationships and what makes healthy relationships
- The importance of healthy family relationships and relationships on and offline
- To safeguard themselves: this includes sexual abuse, online grooming and what they should do if they are worried about any sexual matters

Our RSE curriculum is taught using the Personal, Social, Health and Economic (PSHE) Programmes of Study through the JIGSAW scheme, although this may be adapted as and when necessary, depending on the needs of the children.

Biological aspects of the RSE curriculum will be taught within the Science national curriculum. We have developed the curriculum taking into account the age, needs and feelings of the pupils of our school. If children ask questions outside the scope of this policy, teachers will respond in an appropriate and sensitive manner.

Primary sex education will focus on: -

- **Preparing boys and girls for the changes that adolescence brings**
- **How a baby is born and conceived**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

Health Education includes learning about the 'Changing Adolescent Body' to equip children and to understand and cope with puberty. As Health Education is statutory, Puberty is covered by our

Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit) and will therefore be taught to all children in the relevant year groups.

We conclude that sex education at Sherrier CE Primary refers to Human Reproduction, and therefore 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):

Year 4, Lesson 2 (Having a baby))

Year 5, Lesson 4 (Conception)

Year 6, Lesson 3 (Conception, birth)

The school will inform parents of this right by letter, sent prior to the units being taught.

In EYFS the emphasis is placed on the understanding that relationships should be built upon building safe, loving relationships, based upon mutual respect. EYFS also focuses upon teaching the understanding that we should have respect for our body.

In Key Stage 1 Science lessons, we teach children about how animals (including humans) move, feed, grow and reproduce, and we also teach them about the main parts of the body and their names. Children learn to appreciate the differences between people and how to show respect for each other.

In Key Stage 2, we teach about life processes and the main stages of the human life cycle in greater depth, which includes puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. In Years 5 and 6, we teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. In Years 5 and 6 we place a particular emphasis on health and sex education, as many children experience puberty at this age. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies, feelings and emotions change during puberty, how to cope with these changes, and what menstruation is and how it affects women.

Staff training will be provided when the need arises, through attendance on relevant courses or purchase of school-based INSET. RSE is normally taught in mixed classes, but may occasionally be single sex according to needs and subject matter. We inform all parents and carers of children in Years 5 and 6 (sometimes we teach menstruation in Year 4 should the matter arise) about the programme of lessons for puberty, explaining what the issues are and how they are taught. They are offered the opportunity to see the materials the school uses in its teaching.

If parents do not wish for their child to participate in some or all of the sex education delivered as part of the statutory RSE, then they have the right to withdraw their child. A discussion about the reasons why would be encouraged with SLT (Senior Leadership Team) to understand the parents' reasons and then following this if the parent still wanted their child to be withdrawn from some or all of the sex education then the school would respect their wishes. However, it should be made clear to the parents that their child would probably learn second hand information from their peers within the playground and this may not always be delivered accurately.

Safeguarding within the Curriculum

As part of the RSE curriculum at Sherrier CE Primary School, children are taught how to keep themselves safe (Personal Safety), including being safe online, to prepare them for their future. This is always carried out in an age-appropriate manner and, where necessary, the teacher deems it appropriate. This will be taught in the Jigsaw Puzzle (Unit) Relationships.

Personal safety is an area that is revisited in many different ways throughout the children's time at Sherrier. By the end of Key Stage 2, the children will have learnt about the following areas; these include: -

- Bullying (including Cyberbullying)
- Drugs, alcohol and substance abuse (including County Lines and the criminal exploitation of children – as appropriate)
- E safety
- Stranger danger
- Fire and water safety
- Road safety
- Healthy Relationships
- Forced marriage
- Sexual exploitation of children (CSE), including online
- Child criminal exploitation (including cybercrime)
- Preventing Extremism and Radicalisation

Please see our Safeguarding Policy and our Online Safety Policy for more information on these areas of learning. Teachers leading the learning will ensure that the areas are covered with the needs of the children.

Roles and Responsibilities

Governors

The governing body will approve the RSE policy and hold the head teacher to account for the implementation of this policy.

Senior Leadership Team (SLT)

It is the responsibility of the SLT to ensure that both staff and parents are informed about our RSE policy and that the policy is implemented effectively. It is also the SLT's responsibility to ensure that members of staff are given sufficient training so that they can teach effectively and handle difficult issues with sensitivity. The SLT liaises with external agencies regarding the school's RSE programme and ensure that all adults who work with children on these issues are aware of the framework and policy. The Head Teacher is responsible for managing requests to withdraw children from the non-statutory and non-science components of RSE.

Staff

It is the responsibility of all staff to ensure that they are: -

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress and ensuring intervention is put in place where necessary
- Responding to the needs of individual children (vulnerable/SEND)
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory and non-science aspects of RSE

Parents/Carers At Sherrier

We understand that the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. The policy and scheme of work are available on request and the policy is available on the school website. Pupils who request advice

on sexual behaviour not covered in the school's planned programme of SRE will be encouraged to discuss the matter with their parents/carers. Parents and carers do not have the right to withdraw their child from the relationships education within the RSE curriculum. However, parents and carers do have the right to withdraw their child from the non-statutory and non-science components of sex education. If a parent wishes their child to be withdrawn from the above sex education lessons, they should discuss this with the Head Teacher. The school always complies with the wishes of parents in this regard. Views, comments and questions from parents and carers are welcomed.

Monitoring and Review

The Governors establish a link Governor(s) to monitor and evaluate the Policy on an annual basis. The Link Governor(s) report their findings to the full Governing Board and, as necessary, recommends if the Policy needs modification. Link Governor(s) work with a nominated lead member of staff in undertaking monitoring and evaluating the implementation of the Policy.

The Governing Body gives serious consideration to any comments from parents and carers about the PSHE (RSHE) programme, and makes a record of all such comments. Parents and carers wishing to make comments shall direct them to the Chair and the Headteacher via the School.

Parents and carers may wish to see sample materials used within the teaching of RSHE and if so, can by prior appointment with a member of staff. As part of the monitoring and evaluation, Link Governor(s) will sample such material and consider if they meet the School's ethos and report to the full Governing Board accordingly.

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..."*

The Equality Duty requires that all schools in England should set out to:

- Eliminate discrimination on the grounds of any protected characteristics, including discrimination on the grounds of sexual orientation and gender.
- Advance equality of opportunity.
- Foster good relations between different groups of pupils who share protected characteristics.

When people in all their differences are embraced, all young people are able to thrive as their unique selves. LGBT (Lesbian, Gay, Bisexual, Transgender) inclusion is an essential part of Sherrier's curriculum and the content through the Jigsaw Puzzle (unit) Relationships and Celebrating Difference incorporates this. It is fully integrated into the Jigsaw RSHE programmes of study rather than delivered as stand-alone units or lessons. At Sherrier CE Primary, we are a Stonewall Champion school and also use their resources and aides for lessons when needed.

The Church of England document *"Valuing all God's Children"*, 2019, states:

"Schools should ensure that they have clear anti-bullying policies on preventing and tackling homophobic, biphobic and transphobic behaviour and language and that these policies are known and understood by all members of the school community. School leaders should present a clear message that HBT bullying will not be tolerated and that there can be no justification for this negative behaviour based on the Christian faith or the Bible. Schools should ensure that pupils

understand how to report incidents. Pupils should be confident that if they report bullying it will be taken seriously."

It also asserts:

"Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value" (Page 1)

"Opportunities to discuss issues to do with self-esteem, identity and bullying, including HBT (homophobic, biphobic and transphobic) bullying, should be included in physical, social, health and economic education or citizenship programmes. The curriculum should offer opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should take LGBT people into account." (Page 6)

At Sherrier CE 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.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme can be found on our website: ***'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'***

Policy Review

This policy is reviewed annually.

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

Jigsaw PSHE documents needed to explain this policy: (also found on school website)

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)
- Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?
- How does Jigsaw PSHE support the Church of England Principles and Charter in relation to RSHE?

Relationships Education in Primary schools – 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 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	<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 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 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World
Caring friendships	<ul style="list-style-type: none"> • 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 	

	<ul style="list-style-type: none"> • 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	<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 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	<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 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference

<p>Being safe</p>	<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 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference
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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	<ul style="list-style-type: none"> • 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). 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference

	<ul style="list-style-type: none"> • 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. 	
Internet safety and harms	<ul style="list-style-type: none"> • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me
Physical health and fitness	<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; 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Healthy eating	<ul style="list-style-type: none"> • H22 what constitutes a healthy diet (including understanding calories and other nutritional content). 	<p>All of these aspects are covered in lessons within the Puzzles</p>

	<ul style="list-style-type: none"> • 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). 	<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 	
Health and prevention	<ul style="list-style-type: none"> • 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 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Basic first aid	<ul style="list-style-type: none"> • 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. 	<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 through to age 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