

# Relationships, Sex and Health Education Policy

*Wickhambreaux Church of England Primary School*



**Approved by:**

Mrs L Crosbie  
(Headteacher)  
Mrs H Abbott  
(RSHE Governor)

**Date:** TBC

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## Overview

Our Relationships Education, Relationships and Sex Education (RSE) and Health Education (RHSE) curriculum promotes children's personal, social and economic development, as well as their physical health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

At Wickhambreaux Church of England School, children's wellbeing, happiness and safety is a collective priority; the Relationship, Sex and Health Education curriculum is key to how we share this with children. We regard this area of learning as an important, integral component of the whole curriculum which is central to our approach and at the core of our school values of, [Love, Trust & Community](#).

## Definition

Relationship Education, Relationship and Sex Education (RSE) and Health Education is a lifelong learning process. It is about respect, love and care and the benefits of making and maintaining stable relationships. We recognise that to be human is to experience feelings, seek connections with other people and develop relationships that may be physical or non-physical. RSE seeks to enable young people to feel positive about themselves, manage relationships and access the infrastructure of support to empower them to investigate all possible options available to them.

Our school's approach to RSE is sensitive to the age and aptitude of the children but is also straightforward and factually in line with the law and good pedagogy. It reflects the reality of young people's lives today, especially the persuasive influences of television, video, the internet, social media, peer pressure and young people's literature. Where controversial topics arise, we use agreed collective judgement, with due regard to this policy and to parental input.

In doing this, we acknowledge the value of contributing to a spiral curriculum. This curriculum enables children to make positive choices about their relationships, health, emotional and mental wellbeing, as well as sex education - both now and in the future. We seek to achieve this by having three main elements to our programme, as outlined in 'Relationships Education, Relationships and Sex Education (RSE) and Health Education', DfE 25 June 2019, p20-22. We work towards these aims in partnership with parents.

## Christian Context

Effective Relationships Education, Relationship and Sex Education (RSE) and Health Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

Sensitivity and respect should be shown to all children when teaching about personal relationships and sex education, and RSE should be taught in a way that ensures there is no stigmatisation of children based on their home/personal circumstances.

All RSE is set in a context that is consistent with the school's Vision Statement, Christian ethos and core values:

- RSE should be based on inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness.
- RSE should be taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God.

- RSE should be sensitive to the circumstances of all children and be mindful of the variety of expressions of family life in our culture, yet it should also uphold the Christian values regarding relationships and marriage as recognised by the Church of England (i.e. Marriage is a gift of God in creation and encompasses consent, public witness, permanence and lifelong fidelity)
- Issues regarding human sexuality should be addressed sensitively
- The exploration of reproduction and sexual behaviour within the Science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief.

Whilst children are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others.

Sex education must be an integral part of the personal, social and health education curriculum in all Church Schools. Wickhambreaux Church of England School teaches within a framework of Christian values and the Christian understanding that sex is a gift of God as part of creation. Whilst learning may use sex education to inform children about sexual issues, this is done in the context of matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions.

Our curriculum is broad and balanced, ensuring that it:

- Promotes the spiritual, moral, cultural, mental and physical development of our children and of society;
- Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life;
- Provides information about keeping healthy and safe, both emotionally and physically;
- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

### **Aims**

We aim to provide pupils with age appropriate Relationships Education that is tailored to their physical and emotional maturity by:

#### **Relationships**

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- Know how to recognise and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and how to ask for help.
- Know how to respect equality and diversity in relationships.

We aim to provide pupils with age appropriate Health Education that is tailored to their physical and emotional maturity by:

### **Health & Wellbeing**

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency.
- Know how to manage change, including puberty, transition, and loss.

We aim to provide pupils with an age appropriate RSE programme that is tailored to their physical and emotional maturity. The intention is to ensure that through RSE pupils:

### **Relationships and Sex Education (RSE)**

- To know the Christian definition of love in its different forms and contexts.
- Develop confidence in talking, listening and thinking about feelings and relationships.
- Are able to correctly name parts of the body and describe how their bodies work.
- Are able to protect themselves and ask for help and support.
- Are prepared for their development into adulthood.
- To acquire information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings.

We aim to provide pupils with an age appropriate Economic Education that is tailored to their physical and emotional maturity by:

### **Living in the Wider World**

- Know the importance of responsible behaviours and actions, including online.
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider community.
- Understand where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise.

### **Moral Framework**

Pupils will be taught RHSE within a framework which models and encourages the following values:

- Being honest with themselves and others.
- Developing a critical awareness of themselves and others.
- Learning to show tolerance, understanding, respect and care for others.

- Developing an awareness and belief in one's own identity.
- Having a positive attitude towards the value of stable relationships for bringing up children.
- Acknowledging and understanding diversity with regard to religion, culture and sexual orientation.

### Statutory requirements

- Relationships Education, Relationships and Sex Education (RSE) and Health Education is a statutory subject. "PSHE education contributes to schools' statutory duties outlined in the [Education Act 2002](#) and the [Academies Act 2010](#) to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding" (PSHE Association illustrating that there are aspects of it we are required to teach).
- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#).
- We must teach health education under the same statutory guidance.
- We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#).
- We must teach health education under the same statutory guidance.
- Families can only request that their child be excused from sex education within RSE. All other elements are part of a school's statutory obligation to teach.
- All schools in England must show how well their pupils develop in Spiritual, Moral, Social and Cultural development (SMSC). As part of work in this area, it meets Article 2 for the Rights of the Child where they apply to every child without discrimination.

### Withdrawal from RSE lessons

*"... all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It 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." (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).*

### However

*"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*

Parents/carers who wish to withdraw their children from this aspect of RSE should discuss this with the Headteacher, and make it clear which aspects of the programme they do not want their child to participate in. Current safeguarding advice supports RSE teaching as children then have the knowledge to stay safe.

**Parents and carers cannot withdraw from any aspect of Relationships Education and also in maintained schools, Health/Science Education lessons covering the changing adolescent body (puberty).**

Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or Jigsaw Lead (Mrs Bremner) in school who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the specific sex education lessons until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school sex education programme or who wish to deliver sex education to their children at home.

### **Working with parents and carers**

The government guidance on Relationships, Sex Education and Health Education (DfE, 2019) emphasises the importance of schools working in partnership with parents and carers. Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, Geography, History, RE, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Parents should be given every opportunity to understand the purpose and content of RSHE. We appreciate the sensitivity and concerns some parents may feel towards RHSE and, therefore, we invite parents to see the materials we use in the school. We believe that for the children to achieve the desired objectives, a positive and united relationship must continue to exist between home and school and we would encourage discussion about this area of the curriculum at home.

### **Girl's understanding of sanitary products and disposal in school**

As part of lessons on puberty girls will be made aware of the procedures in place for accessing and the safe disposal of sanitary products. The school is aware that period poverty can be an issue for some pupils, and will to the best of its ability ensure that girls have access to appropriate sanitary products during school time. Free sanitary products are offered to girls in all primary schools in England from 2020. <https://www.gov.uk/government/news/free-sanitary-products-in-all-primary-schools>

### **Content and delivery**

As stated above, we are required to cover the content for Relationships Education, Relationship and Sex Education (RSE) and Health Education, as set out in the statutory guidance.

We also include the statutory Relationships and Health Education within our whole-school RHSE 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 with additional material from a wide range of sources. (Please see Appendix.) The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme's complimentary update policy is used alongside supplementary sources ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Our RHSE 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)*” (The Church of England Education Office November 2019) 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 JigsawPSHE © Programme is also aligned to the PSHE Association Programmes of Study for RSHE.

### Whole-school approach

Jigsaw covers all areas of RSHE 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
<b>Autumn 1:</b>	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.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	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
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

Class teachers deliver the weekly lessons to their own classes.

For other aspects of RSHE, including health education, see the attached curriculum map and Appendix.

### **How RSHE is taught.**

At Wickhambreaux Church of England Primary School we provide dedicated time through discrete lessons each week as well as cross curricular opportunities in Religious Education, Science, Citizenship, PE and Computing and History, in order to teach the knowledge and skills in a developmental and age-appropriate way.

The RHSE curriculum is also part of other areas such as in Nurture groups eg Mindfulness, the Healthy Schools Initiative – Virtual League activities, as well as being covered as part of the wider school offer in Worship and Enrichment weeks.

School trips seek to participate in trips that promote learning in RHSE, such as The Rare Breeds Centre, Local and National Museums, as well as visits into school from specialist speakers such as the NSPCC, RLNI, Community Police Officers and Dental Services. Children from all year groups also attend events throughout the year at Canterbury Academy Sports Program as part of the Healthy Schools Initiative.

The curriculum, is delivered by Class Teachers, Specialist Teachers from PACE and Dance Extreme, as well as in partnership with The Rural Schools Collaborative who engage in Mental Health Activities for Young Persons. (Simon Langton School for Girls.)

All pupils are included in lessons, regardless of ability or special educational needs and/or disability supported individually by Learning Support or with peer support.

In Key Stage 1 and 2 JigsawPSHE © provides teachers with a core Programme of Study, delivered through a spiral curriculum that is then supplemented by a variety of age appropriate material from other sources such as P4C, NSPCC, Stonewall, PSHE Association Material and Project Salus.

Children are informally assessed by staff throughout their activities and experiences, using concept mapping and observations. Evidence will be in a variety of forms e.g. photographs as well as some written tasks. Each class will record their work in a class collective book. The very nature of the subject means that careful consideration should be given to the best means of recording. Written work may not always be appropriate, and staff will use their professional judgment in this.

Controversial topics or difficult questions from pupils are dealt with in an age appropriate manner. The core Programme of Study used by the School; Jigsaw PSHE © provides structure and progression to these topics, ensuring personal beliefs and attitudes don't influence teaching. Teachers use their skill and discretion when answering questions according to the age and maturity of the pupil(s). They refer to the Designated Safeguarding Lead if they are concerned.

Regular CPD and training is provided to ensure knowledge and skills are updated as appropriate.

Teachers are encouraged to raise any concerns about their ability to teach certain areas of the curriculum without letting their personal beliefs and attitudes affect them through regular subject discussion in Staff Meetings and Subject Co-Ordinator Monitoring and teacher appraisal.

Parents are kept well informed through the school website, via direct email prior to specific RSE topics and general comments within their child's end of year report and at parent's evenings.

### **Roles and responsibilities**

#### **The governing body.**

The governing body will hold the headteacher to account for the implementation of this policy.



The governing body has delegated the approval of this policy to Mrs H Abbott (RSHE Governor) and Mrs L Crosbie (Acting Headteacher)

### **The headteacher**

The headteacher is responsible for ensuring that RSHE is taught consistently across the school and will liaise with the RSHE co-ordinator and the governing body who will be responsible for monitoring this subject area.

### **Staff**

Wellbeing Co-ordinator: Mrs M Hooper (SMT)

- Is responsible for responding to the needs of individual pupils and staff and overseeing systems and strategies that are in place throughout the school for Wellbeing.

Classroom Staff are responsible for:

- Delivering RE/RSE/HE in a sensitive way.
- Modelling positive, unbiased attitudes to RSHE.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Liaising with parents to clarify and discuss all aspects of RSHE.

### **Pupils**

Pupils are expected

- To engage fully in RSHE in an age appropriate way.
- When discussing issues related to RSHE, treat others with respect and sensitivity.
- To take responsibility for their actions.

### **Parents**

We recognise that parents and carers are the primary educators of their children. Parents and carers have the most significant influence on their child's development, growth, maturity and the ability to form healthy relationships.

In promoting this objective we:

- Inform parents/carers about the school's RSHE policy and practice;
- Answer any questions that parents/carers may have about RSHE of their child;
- Take seriously any issues that parents/ carers raise with teachers or governors about this policy or the arrangements for RSHE in the school;
- Encourage parents/carers to be involved in reviewing the School's Policy and making modifications as necessary;
- Inform parents/carers about the key messages that parents/carers give to children at home.

Parents are expected

- To engage fully in RSHE in an age appropriate way.

- When discussing issues related to RSHE, treat others with respect and sensitivity.
- To take responsibility for their actions.
- To support and engage in their child's RSHE development.

### **Monitoring arrangements**

This policy will be reviewed as appropriate and in response to any changes in guidance by Mrs K Bremner and the designated Governor -H Abbott (RSHE Governor) and Mrs L Crosbie. (Acting Headteacher)

The delivery of RSHE is monitored by Mrs K Bremner through:

- learning walks.
- observation and discussion with children and teachers.
- Review of children's task and activities set out in their collective class book.

### **Links with other policies**

This policy links to the following policies and procedures:

- Child Protection Policy
- E-Safety Policy
- Equality Policy
- Accessibility Policy
- Anti-bullying Policy
- Behaviour Policy
- Attendance Policy
- Whistleblowing Policy
- Staff Code of Conduct Policy

### **Useful Documents and Resources**

"Valuing All God's Children, Guidance for Church of England Schools in Challenging Homophobic Bullying" Second Edition Summer 2019 [https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019\\_0.pdf](https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf)

Stonewall. Acceptance without exception. <https://www.stonewall.org.uk/best-practice-toolkits-and-resources-0>

JigsawPSHE © <https://jigsaw3-11.com/community-en/#1548077785740-532621a6-1b5b>

NSPCC <https://learning.nspcc.org.uk/research-resources/schools/pants-teaching>

RNLI <https://rnli.org/youth-education>

Sun safety <https://www.nhs.uk/live-well/healthy-body/sunscreen-and-sun-safety/>

Narconon <https://www.drug-education.co.uk/>

<b>Suggested Order of Use and Key Vocabulary</b>		
<b>Year Group</b>	<b>Book Title</b>	<b>Key Vocabulary to be shared with children</b>
Reception	Red Rockets and Rainbow Jelly by Sue Heap and Nick Sharrat	different, same, like
Reception	Mommy, Mama and Me by Leslea Newman and Carol Thompson	family, mummy, mummies
Reception	Elmer	difference, celebrate, equality
Reception	The Artist Who Painted a Blue Horse by Eric Carle	different, good
Year 1	Picnic in the Park by Joe Griffiths and Tony Pilgrim	typical family, different family, mixed race, foster child, stepchild, adoption
Year 1	The Great Big Book of Families by Mary Hoffman and Ros Asquith	typical family, different family, adoption, fostered, difference, religion, tradition
Year 1	The Odd Egg	difference, crocodile, surprise
Year 2	And Tango makes Three by Justin Richardson and Peter Parnell	typical families', 'different families', friendship
Year 2	Rabbityness	difference, typical, not typical, normal, not normal, special, valued
Year 2	Who are you Stripy Horse? By Jim Helmore and Karen Wall	identity, label, discrimination
Year 3	Are you a boy or are you a girl? By Sarah Savage and Fox Fisher	difference, gender, equality, sexist, sexism, stereotype
Year 3	The Hueys in the New Jumper by Oliver Jeffries	difference, same, individual/individuality, acceptance
Year 3	Troll Swap by Leigh Hodgkinson	usual, unusual, typical, expectation, expected, surprise, belong, belonging
Year 4	Nanny Fox by Georgie Adams and Selina Young	typical, different, traditional, stereotype
Year 4	King and King by Linda de Haan and Stern Nijland	marriage, typical, different, law, equality, gay
Year 4	This is our House by Michael Rosen and Bob Graham	sexism, racism, discrimination, equality
Year 5	Dad David, Baba Chris and me by Ed Merchant	adoption, gay, foster care, fostered, birth parents, birth mum, birth dad
Year 5	The Whisperer by Nick Butterworth	love, rumour, betrayal, values, tradition, family, difference, diversity, equality
Year 5	Ferdinand the Bull by Munro Leaf	challenging 'normal', difference, likes, dislikes, values, stereotype
Year 6	William's Doll by Charlotte Zolotrow	typical, different, challenging 'normal', sexism, stereotype

Year 6	We are all born free by Amnesty International	human rights, laws, belonging, equality, belief, religion, free speech, disabled, United Nations, freedoms, article
Year 6	10,000 Dresses by Marcus Ewart and Rex Ray	difference, transgender, discrimination

**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:

	<b>Pupils should know...</b>	<b>How Jigsaw provides the solution</b>
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• R1 that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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).</li> <li>• 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</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul>

<p><b>Caring friendships</b></p>	<ul style="list-style-type: none"> <li>• R7 how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>	
<p><b>Respectful relationships</b></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• R13 practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• R14 the conventions of courtesy and manners</li> <li>• R15 the importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• R19 the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>	
<p><b>Online</b></p>	<ul style="list-style-type: none"> <li>• R20 that people sometimes behave differently online, including by pretending to be someone</li> </ul>	<p>All of these aspects are covered in lessons within the</p>

<p><b>relationships</b></p>	<p>they are not.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• R24 how information and data is shared and used online.</li> </ul>	<p>Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>
<p><b>Being safe</b></p>	<ul style="list-style-type: none"> <li>• R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• R27 that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• R32 where to get advice e.g. family, school and/or other sources.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

**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
<p><b>Mental wellbeing</b></p>	<ul style="list-style-type: none"> <li>• H1 that mental wellbeing is a normal part of daily life, in the same way as</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p>

	<p>physical health.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>• H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• 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.</li> <li>• H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>• 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).</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>
<p><b>Internet safety and harms</b></p>	<ul style="list-style-type: none"> <li>• H11 that for most people the internet is an integral part of life and has many benefits.</li> <li>• H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy Me</li> </ul>

	<p>the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• H14 why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• H17 where and how to report concerns and get support with issues online.</li> </ul>	
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• H18 the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• H20 the risks associated with an inactive lifestyle (including obesity).</li> <li>• H21 how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• H22 what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• H23 the principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Drugs, alcohol</b>	<ul style="list-style-type: none"> <li>• H25 the facts about legal and illegal harmful substances and associated</li> </ul>	



<b>and tobacco</b>	risks, including smoking, alcohol use and drug-taking	
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>• H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• 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.</li> <li>• H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• H31 the facts and science relating to immunisation and vaccination</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• H32 how to make a clear and efficient call to emergency services if necessary.</li> <li>• H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• H35 about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Changing Me</li> <li>• Healthy Me</li> </ul>