

# DALLAM COMMUNITY PRIMARY SCHOOL



## PSHE & RSE Policy

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# Dallam Community Primary School

## PSHE (Personal, Social, Health Education) Policy

(including Relationships and Health Education statutory from September 2020, and our approach to Sex Education)

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**Staff Author:** Mrs S Wood  
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### Contents

1. Context	3
2. Intent	3
___ Statutory Relationships and Health Education	4
___ Relationships Education	5
___ Health Education	6
___ Sex Education	6
___ Parents' right to request their child be withdrawn from Sex Education	6
___ Jigsaw RSE Content	7
___ Organiganisation	9
___ Specific Issues within RSE	9
___ Links to other policies and curriculum areas	10
___ Involving Parents and Carers	11
___ Equality	11
___ SEND	11
___ Children's Access to Help and Support	11
___ Confidentiality and Safeguarding	11
4. Impact	12
___ The role of the Head teacher	12
___ The role of the Governors	12
___ Monitoring and Evaluation	12
___ Assessment	13
5. Dissemination and Review	13

## 1. 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 for the opportunities, responsibilities and experiences of later life.

PSHE significantly contributes 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. It contributes to the "Personal Development" and "Behaviour and Attitude" judgements in the Ofsted Inspection Framework.

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
- 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))

## 2. Intent

Our carefully planned curriculum ensures that children are taught in a way that is inclusive for all and teaches them about both their rights and their responsibilities. We understand that a strong PSHE education supports learning across all areas of the curriculum.

We use a thematic approach with the aim of teaching our children to become healthy, safe, independent and responsible members of our community and in wider society, including online. We help them to understand how they are developing physically, personally and socially and understand relevant moral, social and cultural issues as they develop. We actively teach children how to manage their feelings and emotions and to understand appropriate social behaviours. We support our children to cope positively with change as we aim to equip them for the next stages of their education.

Teachers use a range of creative approaches to teach PSHE, in a way that is sensitive and age-appropriate, building on prior knowledge at every stage. They assess against key

learning which we consider to be the most important elements for our children to know and remember in the context of our school.

PSHE underpins all aspects of school life, helping children to develop a positive sense of themselves and others: forming positive, respectful relationships as they learn to appreciate what it means to be a positive member of a diverse and multicultural society in an ever-changing Britain.

### 3. Implementation

The Jigsaw and myHappyminds Programmes, adapted to the children's needs where necessary, provide a comprehensive, carefully planned scheme of work which brings consistency and progression to our children's learning. The overview of the programme can be seen on the school website at [www.dallamprimary.com](http://www.dallamprimary.com) and outlines how we meet statutory requirements.

Regular updates of the programmes ensures that teaching materials address relevant changes and that teachers are well-supported. The myHappymind Programme is taught alongside the Jigsaw Programme

#### Statutory Relationships and Health Education

We include the statutory Relationships and Health Education within our whole-school PSHE Programme. The Jigsaw and myHappymind programmes are aligned to the PSHE Association Programmes of Study for PSHE.

Grounded in positive psychology and neuroscience, **myHappymind** is a whole school approach that supports the development of resilient, confident and independent children: teaching them to understand how to keep mentally healthy. MyHappymind teaches children the science behind their thought and behaviour processes and gives them the skills and knowledge to develop self-regulation and successfully support their mental wellbeing.

It helps children to:

- Feel happier
- Know what to do when they feel worried or stressed
- Improve their focus and learn more
- Achieve more of the goals that they set for themselves
- Develop better relationships with friends and families
- Feel great about who they are and have positive self esteem

There are five modules which are taught throughout the year these are:

Meet your Brain, Celebrate, Appreciate, Relate, and Engage.

The myHappymind resources for parents provide support for families to further embed the learning. They can be accessed online or via the free app <https://myhappymind.org/ParentKit-direct-enrol>.

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

<b>Term</b>	<b>Puzzle (Unit)</b>	<b>Content</b>
<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

At Dallam Primary we allocate one session per week to PSHE to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Puzzles 1-5 may be taught by the HLTA, puzzle 6, Changing Me, **is always** delivered by the class teacher.

These explicit lessons are reinforced and enhanced in many ways including: our school mission and values; assemblies and collective worship, our praise and reward system, our Learning Charter, through relationships: child to child, adult to child and adult to adult across the school. We 'live' what is learnt and apply it to everyday situations in the school community.

### **Relationships Education**

Relationships Education in primary schools covers '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 Appendix 1 and is outlined in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

Whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in the Jigsaw curriculum 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.

## **Health Education**

Health Education in primary schools covers '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 in Appendix 1 and are outlined in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

Whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in the Jigsaw curriculum and the wider school curriculum e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are developed every lesson through the Connect us activity; respect is enhanced through the use of the Jigsaw Charter; the myHappymind programme supports the development of positive mental health and relationships and the computing, science and PE curriculums support the relevant areas.

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).

The mapping document 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)

Primary schools are to determine the content of sex education. 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 Dallam Primary, we define Sex Education as understanding human reproduction. We believe that children should understand the facts about human reproduction at an age appropriate level before they leave primary school, therefore we follow the jigsaw guidance as part of the Summer 2 unit Changing Me to include this in our curriculum.

## **Parents' right to request their child be withdrawn from Sex Education**

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

At Dallam Primary, the statutory science curriculum in Year 5 covers reproduction in mammals which includes aspects of human reproduction. Puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). The PSHE lessons that explicitly teach elements of human reproduction are:

- Year 4, Lesson 2 (Having a baby)
- Year 5, Lesson 4 (Conception)
- Year 6, Lesson 4 (Conception, birth)

Parents are informed of their right to withdraw their child from these lessons at the end of the Spring Term before the Changing Me Puzzle is taught. We liaise with parents who exercise this right to ensure that they fully understand the curriculum content and our belief that children should understand the facts at an age appropriate level before they leave primary school.

### Jigsaw RSE Content

The table below shows specific RSE learning intentions for each year group in the 'Changing Me' Puzzle.

<b>Year Group</b>	<b>Piece Number and Name</b>	<b>Learning Intentions 'Pupils will be able to...'</b>
FS1/2	Piece 3 Growing Up	D4 - Seek out others to share experiences. Show affection and concern for people who are special to them D6 - Explain own knowledge and understanding, and ask appropriate questions of others ELG - Show sensitivity to others' needs and feelings
1	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina  respect my body and understand which parts are private
2	Piece 4 Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private  tell you what I like/don't like about being a boy/girl
3	Piece 1 How Babies Grow	understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby  express how I feel when I see babies or baby animals
	Piece 2 Babies	understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow  express how I might feel if I had a new baby in my family
	Piece 3 (From Yr 3) Outside Body Changes	understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies  identify how boys' and girls' bodies change on the outside during this growing up process
4		

<b>Year Group</b>	<b>Piece Number and Name</b>	<b>Learning Intentions 'Pupils will be able to...'</b>
		recognise how I feel about these changes happening to me and know how to cope with those feelings
	Piece 1 Inside Body Changes	identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings
	Piece 3 Girls and Puberty	describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this  know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
5	Piece 2 From Yr 4 Having A Baby	correctly label the internal and external parts of male and female bodies that are necessary for making a baby  understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	Piece 2 Puberty for Girls	explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally  understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3 Puberty for Boys and Girls	describe how boys' and girls' bodies change during puberty  express how I feel about the changes that will happen to me during puberty
6	Piece 2 Puberty	explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally  express how I feel about the changes that will happen to me during puberty
	Piece 4 (Yr 5) Conception	understand that sexual intercourse can lead to conception and that is how babies are usually made  understand that sometimes people need IVF to help them have a baby



<b>Year Group</b>	<b>Piece Number and Name</b>	<b>Learning Intentions 'Pupils will be able to...'</b>
		appreciate how amazing it is that human bodies can reproduce in these ways
	Piece 4 Babies – Conception to Birth	describe how a baby develops from conception through the nine months of pregnancy, and how it is born  recognise how I feel when I reflect on the development and birth of a baby
	Piece 5 Attraction	understand how being physically attracted to someone changes the nature of the relationship  express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

## Organisation

The RSE programme is not delivered in isolation. It is firmly embedded across many curriculum areas including but not restricted to: PSHE, RE, literacy, science and computing. Specific RSE lessons are delivered by **class teachers only** - usually in mixed gender groups. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school. We have a code of practice for using visitors to support the delivery of RSE:

- Visitors are invited in to school because of the particular expertise or contribution they are able to make
- All visitors are familiar with and understand the school's RSE policy and work within it
- All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance
- All visitors are supervised/supported by a member of staff at all times

## Specific Issues within RSE

### Language

During all RSE lessons across KS1 and KS2, the correct terms for all body parts and functions will be used. Sex-related slang words will be clarified in a factual way and it is made clear to pupils which words are potentially offensive and that from this point onwards, the correct terms will be used.

### Teaching Sensitive and Controversial Issues

Sensitive and controversial issues often arise in learning from real-life experience. Teachers are trained and supported to respond to these and to deal sensitively with disclosures made in a group or individual setting. These will be followed up appropriately in line with our Safeguarding Policy. Issues may include those that have a political, social or personal impact or deal with values and beliefs including but not restricted to: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers adopt strategies that seek to avoid bias and stereotyping on their part. They teach pupils how to recognise bias and stereotyping and to evaluate evidence. All staff establish

a classroom environment in which pupils are free from fear of expressing reasonable points of view that contradict those held either by others.

### **Answering Difficult Questions and Sensitive Issues**

Staff members are aware that views around RSE issues are varied. However, while personal views are respected, all RSE lessons are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that children are able to form their own, informed opinions but also respect that others have the right to a different opinion.

We believe that RSE learning should meet the needs of all children. Teachers are trained and supported to answer appropriate questions and offer support. Children's questions are answered according to their age and maturity. Teachers are mindful to answer without extending the content of the curriculum beyond that specified for their year group. Questions do not have to be answered directly and can be addressed individually at a later time.

### **Sexual Identity and Sexual Orientation**

RSE should meet the needs of all pupils regardless of their developing sexuality. Teachers are trained and supported to deal honestly and sensitively with questions relating to sexual orientation. Homophobic bullying is not tolerated at Dallam Primary and is responded to swiftly, firmly in line with the Anti-Bullying and Positive Behaviour Policies. Communication with parents/carers is key to supporting young people and providing reassurance around the content and context of our curriculum.

### **Combatting Period Poverty.**

We ensure that all girls have access to appropriate sanitary products during school time. As part of lessons on puberty they are taught about the procedures in place for accessing these and the safe disposal of sanitary products.

### **Links to other policies and curriculum areas**

We recognise the clear link between Jigsaw PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Anti-Bullying Policy
- Behaviour Policy
- Confidentiality Policy
- Drug and Alcohol Education Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Inclusion Policy
- RE Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- Science curriculum Policy
- Teaching and Learning Policy
- PE curriculum Policy
- Computing curriculum Policy

## **Involving Parents and Carers**

We understand that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHE/RSE programme. Parents and carers are given regular opportunities to find out about and discuss the Jigsaw PSHE programme through:

- Parent/carer Jigsaw awareness session/ open afternoons
- Consultation sessions during open evenings/parent evenings
- Involvement in curriculum development
- Information on the school website

## **Equality**

### **This policy informs the school's Equalities Policy.**

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"

As part of Relationships Education, LGBT issues are woven through the Jigsaw curriculum and represented in resources, enabling children to recognise and be tolerant of the similarities and differences between people and relationships. Where children raise questions in relation to LGBT relationships, they are dealt with sensitively and at an age appropriate level.

## **SEND**

Jigsaw is written as a universal core curriculum provision for all children with inclusivity being central to its philosophy. Teachers in all classes, including the designated provision, adapt each lesson as appropriate to meet the needs of the children in their cohort.

The designated provision life skills curriculum enhances the PHSE curriculum and additional lessons on hidden difference (including autism) for KS1 and KS2 are available from the Jigsaw handbook.

## **Children's Access to Help and Support**

Children have a wide variety of ways to seek help and support:

- A culture of strong, respectful relationships is nurtured throughout school. This means that children are more likely to discuss worries with a trusted adult.
- Every class has a problem shared bag which is checked by the class teacher daily. If a child has an issue that they want to share with a trusted adult, they write their name or initials on a piece of paper. A member of the class team will speak to them in private
- The Family Liaison Lead has drop in sessions which children can sign up for
- The School Health Adviser can offer confidential advice to any child in school.
- ChildLine and Stay Safe posters are displayed around school to promote different ways of seeking support.

## **Confidentiality and Safeguarding**

As a general rule, a child's confidentiality is maintained by staff. However, at the start of each lesson it is explained that staff can't keep secrets and may need to share information with others. If any member of staff is concerned that a child may be at risk of harm, they

inform a member of the safeguarding team who responds in line with the Child Protection Policy.

#### **4. Impact**

##### **The role of the Head teacher**

It is the responsibility of the Headteacher to:

- ensure that staff and parents are informed about the RSE policy, and that it is implemented effectively.
- ensure that members of staff are given sufficient training and support to enable effective delivery of the curriculum and provide age appropriate responses to sensitive issues.
- Ensure liaison with external agencies regarding the school RSE programme
- ensure that all relevant adults are aware of the school policy, and work within this framework.
- Ensure that the policy and its implementation are monitored on a regular basis and report to governors on its effectiveness.

##### **The role of the Governors**

It is the responsibility of the Governors to:

- ensure that they fulfil their legal obligations
- hold the Headteacher to account to be satisfied that all pupils make appropriate progress towards achieving the expected educational outcomes in regard to PSHE and RSE;
- hold the Headteacher to account to be satisfied that PSHE and RSE are effectively led, managed and planned;
- ensure that the quality of PSHE/RSE provision is subject to regular and effective self-evaluation;
- ensure teaching is delivered in ways that are accessible to all pupils with SEND;
- ensure that clear information is provided for parents on the subject content and the right to request that their child is withdrawn

##### **Monitoring and Evaluation**

The PSHE lead ensures:

- regularly evaluation and update of the relevant policies in line with DfE guidance, school need, contextual changes etc
- improvements in the provision for PSHE and RSE are strategically planned and in line with school priorities where appropriate
- Monitoring of the delivery of the curriculum and consistency through: observation of learning in lessons, pupil voice, scrutiny of children's work, learning walks, monitoring displays, organising and involvement in whole school theme days, discussion with staff.
- That each class has a PSHE book to evidence learning across each jigsaw piece.
- feedback, support and advice are available as appropriate to individual teachers.
- staff meeting time is dedicated to review, update and sharing experiences as part of the school's CPD and school improvement offers.

- an annual PSHE report is prepared for Governors in Summer Term evaluating impact over the year.
- PSHE outcomes are reported to parents through the child's school report and at parents evening.

### **Assessment**

Formative assessments during lessons and marking of children's work are used to determine children's skills, knowledge and understanding in line with the Assessment Policy. Following each unit, teachers assess against key objectives and record outcomes to inform termly tracking. Subject leader analysis of the data to inform planned improvements.

### **5. Dissemination and Review**

This policy is available on the school website where it can be accessed by stakeholders. Training is regularly delivered to staff on the policy content.

The governing body reviews the policy and any modifications on an annual basis. Governors give serious consideration to any comments from parents about the PSHE /RSE curriculum, and maintain an overview of teaching materials to check they are in accordance with our school's ethos.

## Appendix 1

### 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 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>● that families are important for children growing up because they can give love, security and stability.</li> <li>● 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>● 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>● 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>● 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>● 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>My Happy Minds Programme</p>
<b>Caring Friendships</b>	<ul style="list-style-type: none"> <li>● how important friendships are in making us feel happy and secure, and how people choose and make friends</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>● Relationships</li> </ul>

	<b>Pupils should know...</b>	<b>How Jigsaw provides the solution</b>
	<ul style="list-style-type: none"> <li>● 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>● that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>● 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>● 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 or advice from others, if needed</li> </ul>	<ul style="list-style-type: none"> <li>● Changing Me</li> <li>● Celebrating Difference</li> <li>● Being Me in My World</li> </ul> <p>My Happy Minds Programme</p>
<b>Respectful Relationships</b>	<ul style="list-style-type: none"> <li>● 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>● practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● the conventions of courtesy and manners</li> <li>● the importance of self-respect and how this links to their own happiness</li> <li>● 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>● 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>● what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>● the importance of permission seeking and giving in relationships with friends, peers and adults</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>My Happy Minds Programme</p>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>● that people sometimes behave differently online, including by pretending to be someone they are not</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p>

	<b>Pupils should know...</b>	<b>How Jigsaw provides the solution</b>
	<ul style="list-style-type: none"> <li>● 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>● the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>● 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>● how information and data is shared and used online.</li> </ul>	<ul style="list-style-type: none"> <li>● Relationships</li> <li>● Changing Me</li> <li>● Celebrating Difference</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>● what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>● 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>● that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>● how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>● how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>● how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>● how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>● 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> <p>My Happy Minds Programme</p>

### **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:



	<b>Pupils should know</b>	<b>How Jigsaw provides the solution</b>
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>● that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>● 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>● 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>● how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>● the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>● simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>● 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>● that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>● 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>● 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>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>● Healthy Me</li> <li>● Relationships</li> <li>● Changing Me</li> <li>● Celebrating Difference</li> </ul> <p>My Happy Minds Programme</p>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>● that for most people the internet is an integral part of life and has many benefits.</li> <li>● 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.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>● Relationships</li> </ul>

	<b>Pupils should know</b>	<b>How Jigsaw provides the solution</b>
	<ul style="list-style-type: none"> <li>● 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>● why social media, some computer games and online gaming, for example, are age restricted.</li> <li>● 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>● 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>● where and how to report concerns and get support with issues online.</li> </ul>	<ul style="list-style-type: none"> <li>● Healthy Me</li> </ul> <p>My Happy Minds Programme</p>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>● the characteristics and mental and physical benefits of an active lifestyle.</li> <li>● 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>● the risks associated with an inactive lifestyle (including obesity).</li> <li>● 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> <p>My Happy Minds Programme</p>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>● what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>● the principles of planning and preparing a range of healthy meals.</li> <li>● 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 and tobacco</b>	<ul style="list-style-type: none"> <li>● the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p>

	Pupils should know	How Jigsaw provides the solution
		<ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Health and Prevention</b>	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• 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>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• 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>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• 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>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• 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>