



ROBERT MELLORS
PRIMARY ACADEMY



Personal, Social, Health Education and Relationships Sex and Health

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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.

This policy meets the requirements that schools publish a Relationships and Sex Education policy and does this within the wider context of Personal, Social and Health Education.

PSHE

At Robert Mellors Primary Academy, 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 evaluated 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 Robert Mellors, 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.

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 children’s needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, [jigsaw-3-11-and-rshe-overview](#)

[map.pdf \(windows.net\)](#), 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) [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline) [Respectful School Communities Self-Review and Signposting Tool \(educateagainsthate.com\)](#)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils) [Behaviour in schools - GOV.UK \(www.gov.uk\)](#)
- [Equality Act 2010 and schools](#) [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance) [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#)
- [Alternative Provision](#) (statutory guidance) [Alternative provision - GOV.UK \(www.gov.uk\)](#)
- [Mental Health and Behaviour in Schools](#) (advice for schools) [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](#)
- [Social, emotional and mental wellbeing in primary and secondary education. \(NICE guidance\) Overview | Social, emotional and mental wellbeing in primary and secondary education | Guidance | NICE](#)
- [Promoting and supporting mental health and wellbeing in schools and colleges \(guidance for schools and colleges\)](#) [Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK \(www.gov.uk\)](#)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#)) [Preventing bullying - GOV.UK \(www.gov.uk\)](#)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts) [Advice and guidance | Equality and Human Rights Commission \(equalityhumanrights.com\)](#)
- [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) [Promoting fundamental British values through SMSC - GOV.UK \(www.gov.uk\)](#)
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development). [Regulating independent schools - GOV.UK \(www.gov.uk\)](#)

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE. [pshe-association-programme-of-study-2020-map.pdf](#)

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 five Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn	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.
	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
		AREP (Anti Racist Education Programme)
Spring	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
	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss DAaRT (Drug, Alcohol and Resilience Training) – Year 6 GREAT Project (Healthy Relationships) – Year 5&6 every other year.

PSHE is taught each week in order to teach the knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced through our school Make a Difference culture in which we aim to 'live' what is learnt and apply it to everyday situations in the school community and beyond.

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.

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. This is taught as part of our SRE learning through the Christopher Winters Project.

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

Parents' right to request their child be excused from Sex Education

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'.

We intend to teach this both through Science and PSHRE.

Reproduction is taught in Science at Year 5. This is a compulsory element of the curriculum. Therefore parents/carers cannot withdraw their child/ren from this area of the curriculum. When Sex Education is taught as part of PSHRE, parents do have the right to withdraw their child/ren from these aspects of learning.

Legislation states that all children must be exposed to learning around health and relationships. Parents have the right to withdraw their children from aspects of sex education which **do not** form part of the science national curriculum.

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We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education. We do our best to find out from them any religious or cultural views they may have which may affect the PSHE they wish to be given to their children, although we would consider carefully any request that compromised our equal opportunities policy.

At Robert Mellors, we conduct three Sex and Relationships Education (SRE) units per year group. These are conducted within set weeks of the year. To teach these sessions we follow the Christopher Winters Project scheme of work.

A letter is sent home to all parents to make them aware of the topics their children will be covering and during which identified weeks. At this point we will inform parents and carers of their right to withdraw their child from aspects of these sessions. If a parents or carer wishes to withdraw their child staff will support the family to ensure they are aware it is their responsibility to ensure their child receives the missed learning.

This overview shows the aspects of SRE learning covered in each year group.

F2	Family and Friendship <ul style="list-style-type: none"> • Caring friendships • Being kind • Families
Yr 1	Growing and caring for ourselves <ul style="list-style-type: none"> • Different friends • Growing and Changing • Families and Care
Yr 2	Differences <ul style="list-style-type: none"> • Differences • Male and Female Animals • Naming Body Parts
Yr 3	Valuing differences and keeping safe <ul style="list-style-type: none"> • Body Differences • Personal Space • Help and Support
Yr 4	Growing up <ul style="list-style-type: none"> • Changes • What is Puberty? • Healthy Relationships
Yr 5	Puberty <ul style="list-style-type: none"> • Talking about Puberty • The Reproductive System • Help and Support
Yr 6	Puberty, relationships and reproduction <ul style="list-style-type: none"> • Puberty and Reproduction • Communication in Relationships • Families, Conception and Pregnancy • Online Relationships

Further, more detailed, information can be found in Appendix 1 of this document.

Monitoring and Review

This policy is reviewed on an annual basis and modifications made as required. The school gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Equality

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

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

At Robert Mellors 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 please see:

'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 supplementary documents needed to explain this policy:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document) [jigsaw-3-11-and-rshe-overview-map.pdf \(windows.net\)](#)
- Including and valuing all children. What does Jigsaw teach about LGBT+ relationships? [rshe-a-guide-for-parents-and-carers-leaflet-2020.pdf \(windows.net\)](#)

Appendix 1 – Year Group SRE learning overviews

Reception: CWP RSE Family and Friendship
<p>Vocabulary</p> <p>Friendship, kindness, happy, sad, shy</p> <p>Feelings</p> <p>Lonely, sorry, angry</p> <p>Family</p> <p>Mum, Dad, brother, sister</p> <p>Grandma, grandad</p> <p>Stepmum, stepdad</p> <p>Foster mum, foster dad</p>
<p>What I already know:</p> <p>F1</p> <ul style="list-style-type: none"> • I can recognise and describe special times or events of family • I can recognise my own immediate family
<p>What I will learn now:</p> <ul style="list-style-type: none"> • To recognise the importance of friendship • To recognise the importance of saying sorry and forgiveness • To recognise that all families are different
<p>What I will learn next:</p> <p>Year 1</p> <ul style="list-style-type: none"> • To understand that we are all different but can still be friends • To discuss how we grow and change (linked to KS1 science curriculum) • To explore different types of families and who to ask for help • To identify who can help when families make us feel unhappy or unsafe

Christopher Winter Project – SRE
Age Group: Year 1
Growing and Caring for Ourselves

Vocabulary

Friends, Feelings

Similar, different

Family

Boy, girl

Male, female

Private parts

Penis

Vulva

What I already know:

Reception

- I have explored that friendships can make us happy and we can make new friends
- Know that arguing with friends and then making up can make friendships stronger and that resorting to violence is never right
- Identify different members of the family and understand how members of a family can help each other

What I will learn now:

- To understand that we are all different but can still be friends
- To discuss how we grow and change (linked to KS1 science curriculum)
- To explore different types of families and who to ask for help
- To identify who can help when families make us feel unhappy or unsafe

What I will learn next:

Year 2

- To understand that some people have fixed ideas of what boys and girls can do
- To describe the difference between male and female bodies
- To describe some difference between male and female animals
- Name the different body parts

Christopher Winter Project – SRE
Age Group: Year 2
Differences

Vocabulary

Similar, Differences

Sex

Gender roles

Stereotypes

Boy, Girl

Male, Female

Private parts

Penis

Vulva

What I already know:

Year 1

- That we can be friends with people who are different
- Understand that babies need care and support
- That older children can do more by themselves
- That there are different types of families
- Know which people we can ask for help

What I will learn now:

- To understand that concept of gender stereotypes
- To identify the difference between male and females (KS1 Science Curriculum)
- To explore some of the differences between males and females and to understand how this is part of the lifecycles (KS1 Science Curriculum)
- To focus on sexual difference and name body parts (KS1 Science Curriculum)

What I will learn next:

Year 3

- To identify that people are unique and to respect those differences
- To explore the differences between male and female bodies
- To consider appropriate and inappropriate physical contact and consent
- To explore different types of families and who to go to for help and support

Christopher Winter Project – SRE
Age Group: Year 3
Valuing Difference and Keeping Safe

Vocabulary

Stereotypes, Gender roles,

Similar, Different,

Male, Female,

Private Parts,

Penis, Testicles,

Vulva, Vagina,

Uterus,

Family, Fostering,

Adoption, Relationship

What I already know:

Year 2

- That some people have fixed ideas about what girls and boys can do
- To describe the difference between female and male babies
- Describe some of the differences between male and female animals
- That making a new life need a male and a female
- Describe the physical differences between males and females
- To name the different body parts

What I will learn now:

- To identify that people are unique and to respect those differences
- To explore the differences between male and female bodies
- To consider appropriate and inappropriate physical contact and consent
- To explore different types of families and who to go to for help and support

What I will learn next:

Year 4

- To explore the human lifecycle
- To identify some basic facts about puberty
- To explore how puberty is linked to reproduction
- To explore respect in a range of relationships
- To discuss the characteristics of healthy relationships

Christopher Winter Project – SRE

Age Group: Year 4

Growing Up

Vocabulary

Puberty

Lifecycle

Reproduction

Physical

Breasts

Sperm

Egg

Pubic hair

Emotional

Feelings

What I already know:

Year 3

- To know and respect the body differences between ourselves and others
- To name male and female body parts using agreed words
- that each person's body belongs to them
- That about personal space and unwanted touch
- To understand that all families are different and have different family members
- Identify who to go to for help and support

What I will learn now:

- To explore the human lifecycle (KS2 Science)
- To identify some basic facts about puberty (KS2 Science)
- To explore how puberty is linked to reproduction (KS2 Science)
- To explore respect in a range of relationships
- To discuss the characteristics of healthy relationships

What I will learn next:

Year 5

- To explore the human lifecycle
- To identify some basic facts about puberty
- To explore how puberty is linked to reproduction
- To explore respect in a range of relationships
- To discuss the characteristics of healthy relationships

Christopher Winter Project – SRE

Age Group: Year 5

Puberty

Vocabulary

Puberty, Physical changes

Emotional changes, Moods

Menstruation, Periods

Tampons, Sanitary towels

Wet dreams, Semen

Erection

Sweat

Breasts

Spots

Pubic hair, Facial hair

Underarm hair

What I already know:

Year 4

- That puberty is an important stage in the human lifecycle
- That some changes happen during puberty
- That physical and emotional changes happen in puberty
- That children change into adults to be able to reproduce if they choose to
- That respect is important in all relationships including online
- That friendships can make people feel unhappy or uncomfortable

What I will learn now:

- To explore the emotional and physical changes occurring in puberty
- To understand male and female puberty changes in more detail
- To explore the impact of puberty on the body and the importance of physical hygiene
- To explore ways to get support during puberty

What I will learn next:

Year 6

- To consider puberty and reproduction
- To explore the importance of communication and respect in relationships
- To consider different ways people might start a family
- To explore positive and negative ways of communicating in a relationship

Christopher Winter Project – SRE

Age Group: Year 6

Puberty, Relationships and Reproduction

Vocabulary

Womb, Sperm, Egg,

Conception, Fertilisation,

Pregnancy, Sexual Intercourse,

Twins,

Fostering, Adoption,

Relationship, Friendship,

Love, Consent, Intimacy,

Communication,

Personal/private information,

Internet safety

What I already know:

Year 5

- To explain the main physical and emotional changes that happen during puberty
- To ask questions about puberty with confidence
- To understand how puberty affects the reproductive organs
- To describe what happens during menstruation and sperm production
- To explain how to keep clean during puberty
- To explain how emotions/relationships change during puberty
- To know how to get help and support during puberty

What I will learn now:

- To consider puberty and reproduction
- To explore the importance of communication and respect in relationships
- To consider different ways people might start a family (KS2 Science)
- To explore positive and negative ways of communicating in a relationship



Relationships Education in Primary schools (Appendix) – 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 <p>Also covered in SRE learning – Christopher Winters Project</p>

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 • 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 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Being Me in My World • Celebrating Difference • Relationships
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 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Being Me in My World • Celebrating Difference • Dreams and Goals • Healthy Me • Relationships • Changing Me <p>Also covered in SRE learning – Christopher Winters Project</p>
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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships

	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Changing Me • Celebrating Difference <p>Also covered in SRE learning – Christopher Winters Project</p>
Being safe	<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 <p>Also covered in SRE learning – Christopher Winters Project</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:

	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 <p>Also covered in SRE learning – Christopher Winters Project</p>

	<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 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
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"> • Healthy Me <p>Also covered in SRE learning – Christopher Winters Project</p>

