



## Trumps Green Infant School

### Relationships and Health Education Policy

**Trumps Green Infant School is committed to safeguarding, child protection and promoting the welfare of children and young people. We expect all members of the school community including staff, parents, carers, volunteers and governors to demonstrably share this commitment.**

#### **Introduction**

From 2020, Relationships Education will be compulsory in all primary schools in England and Relationships and Sex Education (RSE) will be compulsory in all secondary schools. This is in response to the identified risks children and young people may face through their increased online activities and the need to support them to be safe and healthy, and manage their academic, personal and social lives in a positive way.

#### **Statutory Relationship 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

At Trumps Green Infant School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

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

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 our children's needs. The content overview (appendix 1) and mapping document (appendix 2): 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.

Whole-school approach

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

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

These explicit lessons are reinforced and enhanced in many ways:

Assemblies, praise and reward systems, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

### **Relationships Education**

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school in Year 6?

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 (appendix 2).

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 in Year 6?

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 (appendix 2): Jigsaw 3-11 and Statutory Relationships and Health Education.

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

Teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit). This is taught as part of the Key Stage 2 curriculum Years 3-6.

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

### **Sex Education**

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.' However, 'Sex Education is not compulsory in primary schools'. (p. 23) However, due to the age of our pupils 'sex education' will not be taught in the infant phase.

### **DfE Primary Objectives (please note these objectives cover Reception to Year 6):**

#### **Families and people who care for me**

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
  - 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
  - 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
  - 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
  - that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
  - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
- Caring friendships Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
  - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
  - that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
  - 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
  - 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
- Respectful relationships Pupils should know:

- 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 practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- 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
- 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
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

### **Online relationships**

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- 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
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

### **Being safe**

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- 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
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so

- where to get advice, for example family, school or other source

## **Primary Science Curriculum**

### **Key Stage 1 (Ages 5-7)**

#### **Statutory**

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals including humans, have offspring which grow into adults
- Find out about and describe the importance for humans including animals, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene

#### **Notes and guidance (non-statutory)**

- The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.
- Pupils might work scientifically by observing, through video or first-hand observation and measurement, how different animals, including humans, grow, asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find questions to answer.

#### **Assessment**

All teachers should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. Teaching should be assessed and assessments used to identify where pupils need extra support or intervention.

#### **Monitoring and Evaluating**

The PSHE lead alongside the Senior Leadership Team will monitor the impact of the Relationships Education. This is not a standalone subject it is part of the school's ethos and values. The effectiveness will be evaluated through: -Assemblies -Circle times -Stories -Pupil Questionnaires. The Governing Body will review policy every year or earlier if appropriate.

#### **Dealing with Difficult Questions and Statements**

Good practice allows children an open forum to discuss potentially sensitive issues. This in turn can lead to an increase in children disclosing abuse, or of teachers becoming aware of concerns about a child's wellbeing. Teachers should all understand how to respond to disclosures of abuse and report any concerns they may have, following the school's safeguarding procedures. To support our team in having a joint approach, the school have created the following guidance if a child asks a question that is deemed as beyond age-appropriateness or that is better dealt with on a 1-1 basis:

- The member of staff must acknowledge the question/statement and state 'thank you for your question/thank you for sharing that, I'm going to write that down and we can talk about that together later'.
- If a child makes a comment that fuels other children's comments then the member of staff should say the following 'I can see there are lots of questions/thoughts, I need to have think about these so let's move on.' Member of staff must seek advice from DSL, Deputy DSL, SLT or Headteacher as soon as possible.

### **Safeguarding and Vulnerable Children**

Any child that causes concern should be referred to DSL following the school's Child Protection Policy and procedures. If a child is finding the typical aspect of Relationships Education and PSHE difficult in a group/whole class context, staff should discuss this with the DSL/Deputy DSLs or SENCO.

### **Withdrawal**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. However due to the age of our pupils 'sex education' will not be taught in the infant phase, therefore there is no right to withdraw from Relationships Education or Health Education.

### **Equality Statement**

In accordance with our Equality Policy we will promote equality across the full range of protected characteristics and ensure that all pupils have equal access to all opportunities offered by the school

Policy Status	
Agreed by Governors	January 2025
Next Review Date	January 2026

Appendix1

Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
<b>Ages 11-12 (Scotland)</b>	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education



## Appendix 2

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

#### PLEASE NOTE THIS CURRICULUM COVERS RECEPTION TO YEAR 6

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

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

<p><b>Online relationships</b></p>	<ul style="list-style-type: none"> <li>• R20 that people sometimes behave differently online, including by pretending to be someone they are not.</li> <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>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><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:

	<i><b>Pupils should know</b></i>	<i><b>How Jigsaw provides the solution</b></i>
<i><b>Mental wellbeing</b></i>	<ul style="list-style-type: none"> <li>• <i>H1 that mental wellbeing is a normal part of daily life, in the same way as physical health.</i></li> <li>• <i>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.</i></li> <li>• <i>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.</i></li> <li>• <i>H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</i></li> <li>• <i>H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</i></li> <li>• <i>H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</i></li> <li>• <i>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.</i></li> <li>• <i>H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</i></li> <li>• <i>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</i></li> </ul>	<p><i>All of these aspects are covered in lessons within the Puzzles</i></p> <ul style="list-style-type: none"> <li>• <i>Healthy Me</i></li> <li>• <i>Relationships</i></li> <li>• <i>Changing Me</i></li> <li>• <i>Celebrating Difference</i></li> </ul>

	<p><i>ability to control their emotions (including issues arising online).</i></p> <ul style="list-style-type: none"> <li>• <i>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.</i></li> </ul>	
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• <i>H11 that for most people the internet is an integral part of life and has many benefits.</i></li> <li>• <i>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.</i></li> <li>• <i>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.</i></li> <li>• <i>H14 why social media, some computer games and online gaming, for example, are age restricted.</i></li> <li>• <i>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.</i></li> <li>• <i>H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</i></li> <li>• <i>H17 where and how to report concerns and get support with issues online.</i></li> </ul>	<p><i>All of these aspects are covered in lessons within the Puzzles</i></p> <ul style="list-style-type: none"> <li>• <i>Relationships</i></li> <li>• <i>Healthy Me</i></li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• <i>H18 the characteristics and mental and physical benefits of an active lifestyle.</i></li> <li>• <i>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.</i></li> <li>• <i>H20 the risks associated with an inactive lifestyle (including obesity).</i></li> <li>• <i>H21 how and when to seek support including which adults to speak to in school if they are worried about their health.</i></li> </ul>	<p><i>All of these aspects are covered in lessons within the Puzzles</i></p> <ul style="list-style-type: none"> <li>• <i>Healthy Me</i></li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• <i>H22 what constitutes a healthy diet (including understanding calories and other nutritional content).</i></li> </ul>	<p><i>All of these aspects are covered in lessons within the Puzzles</i></p>

	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>	
<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>