



**Weare Academy Church of England
First School**

PSHE (Personal, Social, Health Education) Policy

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

This policy applies to Weare C of E Academy First School. It will be reviewed by the Local Governing Body every 3 years or as necessary to reflect changes in the School's strategy, or UK/EU law and any changes will be brought to the attention of all staff.

Signature:

Date: November 17th 2023

Name: Mrs Felicity Gibb

Position: Acting Headteacher

Signature:

Date: November 17th 2023

Name: Mr William Fox

Position: Chair of the Local Governing Body

Date ratified by Local Governing Body: November 2023

Review Date: November 2026

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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.

PSHE

At Weare Academy C of E First School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

We use the Jigsaw Programme which 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.

This also supports the 'Personal Development' and 'Behaviour and Attitude' aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Statutory Relationships and Health Education

Relationship and Health Education is compulsory for all pupils receiving primary education.

"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."

"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

At Weare Academy C of E First 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. Jigsaw's content overview shows exactly how it, and therefore our school, meets all the statutory requirements and more. This is available on our school website: Key Information – 'Curriculum' – 'PSHE' – Resources for Parents.

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

Our PSHE policy is informed by existing DfE guidance:

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

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

It is also aligned with the Church of England’s “A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)” and draws on the advice given in the Church of England document ‘Valuing All God’s Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying’ (Church of England Education Office, second edition updated summer 2019). (Appendix 1 and 2)

What do we teach when and who teaches it?

Whole-school approach

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

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

Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At our school we allocate between 20 minutes to 45 minutes to PSHE each week in a discreet lesson in order to impart knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

- Assemblies and collective worship
- Praise and reward systems linked to our Golden Rules and Learning Powers.
- Whole school Christian Values.
- Special focus days eg Safer Internet Day, NSPCC 'Pants' session
- Making cross-curricular links with Science, PE, Citizenship and Online safety curriculum and in the EYFS curriculum through Understanding the World, Personal, Social and Emotional Development and Physical Development
- Teaching of British values explicitly and in our day to day interactions
- Peer groups such as our School Council and the Year 4 'buddy' system with Reception children
- Recognition and celebration of their contributions to the life of the school and the community through our 'Achievement Board' and our 'Merit Badge' service.
- Additional resources and PSHE library supporting issues such as bereavement and divorce supported by our Emotional Literacy Support Assistant (ELSA)
- 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

By the time pupils complete their primary education they will have learnt about: 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'. (see appendix 3)

The majority of the Statutory Relationships Education is covered within the Jigsaw 'Relationships puzzle, although some of the outcomes are also taught elsewhere in Jigsaw (e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved). This holistic approach ensures the learning is reinforced through the year and across the curriculum.

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

Health Education

By the time pupils complete their primary education, they will have learnt about ‘Mental wellbeing’, ‘Internet safety and harms’, ‘Physical health and fitness’, ‘Healthy eating’, ‘Drugs, alcohol and tobacco’, ‘Health and prevention’, ‘Basic First Aid’, ‘Changing adolescent bodies’ (see appendix 4).

The majority of the Health Education is covered withing the Jigsaw ‘Healthy Me’ puzzle although 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 2019. This is taught as part of the ‘Changing Me Puzzle’.

Sex Education

Sex Education is not compulsory in primary schools, however, 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’. This programme ‘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 Weare Academy C of E First School and as part of the Wessex Learning Trust, we believe children should understand the facts about human reproduction before they leave primary education. Drawing on the DfE Guidance, we define sex education as human reproduction.

Since teaching about puberty is a statutory requirement taught as part of Health Education and Sex Education form part of the Science Curriculum the parental right to withdraw a child from some or all lessons (DfE Guidance page 17) is not applicable. The school will inform parents when the ‘Changing Me’ Jigsaw Puzzle is due to be taught. Teachers are always happy to discuss the content of the curriculum with parents and those with any queries should contact the headteacher.

The table below shows the coverage with in each year group within the ‘Changing Me’ Puzzle.

Year group	Jigsaw Topic	Coverage
Reception:	Growing up	How have we changed since we were babies.
Year 1:	My changing Body Boys’ and girls’ bodies	Understanding that growing and changing is natural and happens to everybody at different rates. Appreciating the parts of the body that make us different and using the correct names for them.

Year 2:	The changing me Boys and girls	Where am I on the journey from young to old, and what changes can I be proud of? Differences between boys and girls – how do we feel about them? What parts of me are private?
Year 3:	Outside body changes Inside body changes	How our bodies need to change so they can make babies when we grow up – outside changes and how we feel about them. How our bodies need to change so they can make babies when we grow up – inside changes and how we feel about them. Animation used – female and male reproductive systems
Year 4:	Having a baby Girls and puberty	The choice to have a baby, the parts that men and women that make babies and – in simple terms – how this happens. Animation used – the female reproductive system

Pupils with Special Education Needs and Disabilities (SEND)

We recognise that for some pupils with significant Special Education Needs or Disabilities, there may be a need to tailor the contents of what we teach. Where this is the case, teachers will consult with the school's SEND co-ordinator to ensure that lessons are sensitive and developmentally appropriate. Teaching may be differentiated or personalised to ensure accessibility and this will be noted on Provision Map.

Monitoring and Review

The subject leader, Felicity Gibb, monitors the effective delivery of PSHE. School Standards and Improvement (SS&I) Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The SS&I Committee 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..."

We are an inclusive school and embrace all types of families including the LBGT (Lesbian, Gay, Bisexual, Transgender) community. This is integrated into our programmes of study for this area of the curriculum, rather than delivered as a stand-alone unit or lesson.

The Church of England document "Valuing all God's Children", 2019, states: "*Schools should ensure that they have clear anti-bullying policies on preventing and tackling homophobic, biphobic and transphobic behaviour and language and that these policies are known and understood by all members of the school community. Schools should ensure that pupils understand how to report incidents. Pupils should be confident that if they report bullying it will be taken seriously.*"

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

The curriculum should offer opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should take LGBT+ people into account.” (p. 6)

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 LGBT+ relationships?’ which is available on our website under - Key Information– ‘Curriculum’ – ‘PSHE’ – Resources for Parents.

Appendix 1, 2 and 3 to follow:

Appendix 1 - How does Jigsaw PSHE support the Church of England Principles and Charter in relation to RSHE?

In November 2019, the Church of England published Principles and a Charter entitled "Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools". The document set out several key principles and then provides a Charter which schools can use. This document sets out how both the ethos and teaching content of Jigsaw PSHE support Church of England schools in delivering RSHE in light of this document.

Church of England Key Principles	Jigsaw PSHE
<p>Church of England schools should ensure that their RSHE curriculum protects, informs and empowers all pupils. It should ensure that children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others (SIAMS schedule page 11). It will provide pupils with the knowledge that will enable them to navigate and contextualise a world in which many will try to tell them how to behave, what to do and what to think. It will help them to develop the skills to express their own views and make their own informed decisions.</p>	<p>Jigsaw is a unique, spiral, progressive and effective scheme of work for Personal, Social, Health Education (ages 3-16) aiming to prepare children for life, helping them really know and value who they truly are and understand how they relate to other people in this ever-changing world.</p> <p>The Jigsaw Charter enables all children to develop the skills to express their own views without fear of judgement by others and supports children in making their own decisions about their choices in life.</p> <p>Explicit lessons on influences and pressures coupled with the underpinning mindfulness philosophy and ever-present valuing of the individual mean Jigsaw promotes this Church of England principle.</p>
<p>The Church of England welcomes, supports and expects the teaching of Relationships and Health Education in all Church of England Primary Schools. Primary Schools can decide whether they wish to choose to teach some aspects of Sex Education. In Church of England Secondary Schools, Relationships, Sex and Health Education will be taught. Where Sex Education is taught parents will have the right to withdraw their children from that part of the curriculum 'other than as part of the science curriculum'</p>	<p>Jigsaw PSHE provides bespoke teaching and learning materials for both primary and secondary schools for the teaching of all RSHE. For Primary Schools, support is offered in the form of training and resources to aid open communication with parents so that they can make an informed decision about their right of withdrawal.</p>

We encourage all schools to approach RSHE in a faith-sensitive and inclusive way. Such an approach should seek to understand and appreciate differences within and across the teachings of the faith and other communities the school serves. It should give dignity and worth to the views of pupils from the faith and other communities represented in the school as part of ensuring that the Equality Act of 2010 is applied in the school. It should recognise that there is no hierarchy of protected characteristics in the Equality Act and that sometimes different protected characteristics can be in tension as they cannot necessarily be equally protected at all times.

Jigsaw PSHE encourages schools and teachers to couch their teaching of sensitive issues and their language in a sensitive and age-appropriate manner, whilst still delivering the specified content.

For more information on how Jigsaw PSHE complies and supports the Equality Act of 2010, see our article at <https://www.jigsawpshe.com/jigsaw-articles-3-11/>

(Equality Act 2010. Available at www.legislation.gov.uk/ukpga/2010/15/contents)

Appendix 2 - THE CHURCH OF ENGLAND CHARTER FOR FAITH-SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)

<p>The Church of England Charter states that the school will commit:</p>	<p>Jigsaw PSHE:</p>
<p>To work in partnership with parents and carers. This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.</p>	<p>Jigsaw positively promotes working with parents and carers. Within the Community Area of our website (password access is given to our schools) there are resources and leaflets for parents and carers explaining Jigsaw PSHE in general and the RSHE materials specifically. PSHE leaders and other school stakeholders can pay a nominal fee to attend regional RSHE training, and PowerPoints and resources are provided free of charge on the Community Area to support schools in hosting parent information workshops. Schools can request that a Jigsaw Consultant co-host this for an additional fee.</p>
<p>That RSHE will be delivered professionally and as an identifiable part of PSHE. It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.</p>	<p>As detailed above, training is offered for PSHE leaders to then train their staff and run parent information workshops, or Jigsaw consultants can come into school to train staff and/or co-host for parents. This will always be carried out in liaison with the school as to which aspects of the sex education the school has chosen to teach, and which materials they have chosen to use.</p>
<p>That RSHE will be delivered in an inclusive way that gives dignity, respect to all that make up our wonderfully diverse society, including the LGBT+ community. It will be taught in a way that is sensitive to the faith and beliefs of those in the wider school community and will seek to fairly explain the tenets and varying interpretations of religious communities on matters of sex and relationships. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.</p>	<p>Jigsaw provide a downloadable PDF document which explains how Jigsaw sensitively educates children aged 3-11 about LGBT+ relationships. This leaflet is intended for Parents and Carers of children attending Primary Schools that teach using Jigsaw, the mindful approach to PSHE / Health and Well-being, as part of the curriculum.</p> <p>The document clearly explains what is taught about LGBT+ relationships during lesson-time and how Jigsaw PSHE supports the school in meeting its statutory curriculum obligations regarding education, safeguarding, relationships and health education for 3-11 year-olds. This work is done in the context of valuing every child and every child's family context.</p>
<p>That RSHE will seek to build resilience in our pupils to help them form healthy relationships and resist the harmful influence of pornography in all its forms. It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.</p>	<p>Throughout Jigsaw PSHE, the focus is on healthy relationships. This is evident in our teacher training as well as the materials that the children will encounter in their lessons.</p> <p>Influences such as peers, media and the internet and its contents are discussed, and children are allowed and encouraged to form their own moral standpoint about the dangers of being compelled to behave in any way by outside influences.</p>
<p>Copyright 2020 Jigsaw PSHE Ltd</p>	<p>Jigsaw PSHE Ltd taught how to be assertive and resist such pressures, enhancing their resilience and ability to stay safe and if needed.</p>

<p>That RSHE will promote healthy resilient relationships set in the context of character and virtue development. It will reflect the vision and associated values of the school and develop character and virtues such as honesty, integrity, self- control, courage, humility, kindness, forgiveness, generosity and a sense of justice . It will encourage relationships that are hopeful and aspirational.</p>	<p>Although non-denominational in character, the values embedded within Jigsaw PSHE fully embrace and support those shared by Church of England schools. The morals, ethical discernment and care for each other and the world that children learn throughout the Jigsaw Programmes can align with Church of England Christian values.</p> <p>Aspects that all children work on within the first unit of the year (Being Me in My World) require them to examine their own beliefs in what is right and wrong and how to be a good friend. Within a church school setting, this could easily be linked to the Christian virtues listed. This is continued throughout the year and is very evident in the Relationships unit and in the Weekly Celebration theme highlighting a behaviour or attitude linked to specific values.</p> <p>For further details about the support Jigsaw provides for character and values, see our article <i>"How do Jigsaw Programmes (including Jigsaw, the mindful approach to PSHE 3-16, Resilience and Engagement Scale and Toolkit and Jigsaw Families) support the 2018 5/AMS inspection framework?"</i></p>
<p>That RSHE will be based on honest and medically accurate information based on reliable sources of information, including about the law and legal rights. It will present a positive view of human sexuality. It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.</p>	<p>Jigsaw PSHE has bespoke teaching and learning materials and resources which support teachers in ensuring the factual nature of RSHE is accurate.</p> <p>We regularly update our materials and these updates are free of charge to our schools.</p>
<p>To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities. It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have SEND but recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.</p>	<p>All Jigsaw PSHE units (Puzzles) come with suggested activities and differentiation for pupils with SEND. In saying that, the safe ethos of the Jigsaw classroom (with the use of the Jigsaw Charter) will ensure that every child has the right and chance to speak and be heard. The open-ended and discursive nature of the lessons ensures that those children with SEND will still be able to access the materials and outcomes as appropriate, but teachers will need to be responsible for differentiating to meet their students' needs.</p>
<p>To seek pupils' views about RSHE so that the teaching can be made relevant to their lives. It will discuss real life issues relating to the age and stage of pupils, including friendships, families, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.</p>	<p>The scenarios contained within the second edition of Jigsaw PSHE ages 3-16 ensure that teachers can discuss and select those most appropriate to their pupils. All topics listed within the Charter are addressed age-appropriately and can be discussed at parent workshops. There is a particular focus on on-line safety, safeguarding and relationships. Throughout.</p>

By Alison Harris, Senior Jigsaw Consultant



Appendix 3 - Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

The guidance states that, by the end of primary school:

Families and people who care for me	Pupils should know...	How Jigsaw provides the solution
	<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>Caring friendships</p>	<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>Respectful relationships</p>	<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>Online relationships</p>	<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>Being safe</p>	<ul style="list-style-type: none"> • R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • R26 about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. • R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, • R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. • R32 where to get advice e.g. family, school and/or other sources. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference

Appendix 4- 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). • 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. 	<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>Internet safety and harms</p>	<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
<p>Physical health and fitness</p>	<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
<p>Healthy eating</p>	<ul style="list-style-type: none"> • H22 what constitutes a healthy diet (including understanding calories and other nutritional content). • H23 the principles of planning and preparing a range of healthy meals. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me

	<ul style="list-style-type: none"> 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). H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 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 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. 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. 	
Drugs, alcohol and tobacco		
Health and prevention		<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Healthy Me
Basic first aid		<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Healthy Me
Changing adolescent body		<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Changing Me Healthy Me

