



**Date:** 11/21

**Review date:** 11/22

## **PSHE Policy including Relationships Education 2021**

### **PSHE**

At Oakhurst Primary 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.

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.

### **Statutory Relationships and Health Education**

We must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the statutory elements of sex education contained in the science curriculum.

In teaching RHE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

"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."

Secretary of State Foreword DfE Guidance 2019 p.4-5

Here, at Oakhurst Primary School we value PSHE and RHE 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.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

### **Policy development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff engagement – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder engagement – parents and any interested parties were invited to offer feedback about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## **Definition**

PSHE (which includes Relationships and Health Education) is taught regularly through a planned programme of work that follows the Jigsaw PSHE programme. Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory collective worship, generating a whole school focus for adults and children alike.

Specifically, RHE is about the emotional, social and cultural development of pupils, and involves learning about different types of relationships, healthy lifestyles, diversity and personal identity. RHE involves a combination of sharing information and exploring issues and values.

**PHE is not about the promotion of sexual activity, promotion of any particular sexual orientation or belief or influencing children's choices.**

**At Oakhurst, we define Sex Education as the 'understanding of conception, pregnancy and birth'**

## **Curriculum and Delivery of Relationship and Health Education (RHE)**

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We recognise that Relationships and Health Education is a highly sensitive subject but we firmly believe that effective RHE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain a range of relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

We use relationships and health education to inform children about a range of issues. We do this with regard to matters of acceptance, morality and individual responsibility, and in a way that allows children to ask and explore moral questions. Sensitivity and respect will be shown to all children when teaching about personal relationships and health education. RHE is taught in a way to ensure that there is no stigmatization of children based on their home/personal circumstances.

Whilst pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others. We are educating our children to live in the real world with all its contradictions. We mustn't let our adult knowledge and bias prevent us seeing things from a child's perspective. Our focus is on

building healthy attitudes and positive relationships in an environment where difference is celebrated and everyone is included and valued for who they are.

### **Teaching Sensitive and Controversial Issues**

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting.

Teachers will take all reasonable, practical steps to ensure that, where political, faith based or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

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

Staff members are aware that views around PSHE and RHE related issues are varied. While personal views are respected, all PSHE and RHE issues are taught without bias using Jigsaw. Discussion and questioning is encouraged in the teaching of PSHE and RHE however, if pupils ask questions outside the scope of this policy but closely related to the content of the lesson, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online. If any questions are asked that are not related to the content of the lesson and are not age appropriate (as prescribed by this policy), the teacher will talk to individual parents so that they are able to make a choice to discuss the question with their child at home or not.

For more information about our curriculum, see our curriculum map in Appendix 1.

### **Statutory Teaching:**

RHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHE are combined with the science curriculum, and other aspects are included in religious education (RE). Pupils also receive age appropriate lessons on the differences between boys and girls and puberty.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- 📖 Families and people who care for me
- 📖 Caring friendships
- 📖 Respectful relationships
- 📖 Online relationships
- 📖 Being safe

For more information about our RHE curriculum, see Appendices 1 and 2.

### **Parents' right to withdraw**

From September 2020, when Relationship and Health Education becomes a compulsory part of the primary curriculum, parents/carers may only withdraw their child / children from the parts of the

curriculum which are not included in the statutory National Curriculum for Science or Relationship and Health Education.

**There is no non-statutory Relationship Education and Health Education taught at Oakhurst therefore all content taught is statutory and there is no option to withdraw.**

## **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, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

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

## **Monitoring and Review**

The Full Governing Body (FGB) monitors this policy on an annual basis and reports its findings and recommendations as necessary, if the policy needs modification. The PSHE and Relationships Lead and FGB 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**

### **This policy will inform the school's Equalities Plan.**

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 Oakhurst School 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.

At the point at which we consider it appropriate to teach pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), we will 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.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please request the leaflet:

'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

## **Children with SEND**

The DfE Guidance 2019 (p. 15) states;

*Pupils with special educational needs and disabilities (SEND)*

*34. Schools should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.*

*35. In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.*

At Oakhurst Primary School, pupils with SEND will be supported to access broadly similar teaching and learning opportunities unless they have specific needs which make them inappropriate or where they are needed to be delivered in a different way. In the case where it may not be appropriate, resources and content will be adapted to make it developmentally appropriate and accessible.

## Appendix 1

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

### *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.

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

Changing Me\*\* - below shows the lessons that look specifically at Health and Relationship Education in the context of looking at changes to the human body as humans grow.

| <b>Year Group</b> | <b>Piece Number and Name</b>    | <b>Learning Aims</b>  |
|-------------------|---------------------------------|---|
| 1                 | Piece 4 Boys' and Girls' Bodies | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>Identify parts of the body that make boys different from girls and use the correct name for these: penis, testicles, vagina</li> <li><i>Respect my body and understand my parts</i> <a href="#"><i>Science National Curriculum Link:</i></a></li> <li>identify, name, draw and label the basic parts of the human body</li> </ul> |

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|---|--|---|
| 2 | Piece 4<br>Boys' and<br>Girls'<br>Bodies | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Recognise the physical differences between boys and girls, use the correct name for parts of the body: penis, testicles, vagina and appreciate that some parts of the body are private</li> <li>• <i>Tell you what I like/don't like about being a boy/girl</i> <u>Science</u><br/><u>National Curriculum Link:</u></li> <li>• Building on prior learning from year 1 (see above)</li> <li>• notice that animals, including humans, have offspring which grow into adults</li> </ul>  |
| 3 | Piece 1 How<br>Babies<br>Grow            | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Understand that in animals and humans, lots of changes happen between conception and growing up and that usually it is the female that has the baby</li> <li>• <i>Express how I feel when I see babies or baby animals</i> <u>Science</u><br/><u>National Curriculum Link:</u></li> <li>• Building on prior learning from year 1 and 2 (see above)</li> <li>• notice that animals, including humans, have offspring which grow into adults</li> <li>• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> </ul> |
|   | Piece 2<br>Babies                        | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow</li> <li>• <i>Express how I might feel if I had a new baby in my family</i> <u>Science</u><br/><u>National Curriculum Link:</u></li> <li>• Building on prior learning from year 1 and 2 (see above) • notice that animals, including humans, have offspring which grow into adults</li> </ul> <p>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p>   |
| 4 | Piece 2<br>Having a<br>baby              | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Correctly label the internal and external parts of male and female bodies that are necessary for making a baby</li> </ul> <p><b>This piece will be taught under the Science Curriculum and not a part of PSHE and Relationships.</b></p>  |
|   | Piece 3<br>Girls and<br>Puberty          | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</li> </ul>   |
| 5 | Piece 2<br>Puberty for<br>Girls          | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally</li> </ul>   |

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|   |   | <p>Moved from the Year 4 Jigsaw Programme in response to the statutory guidance:</p> <ul style="list-style-type: none"> <li>• <i>Understand that puberty is a natural process that happens to everybody and that it will be ok for me</i> <u>RHE Statutory Guidance Link</u>: Changing adolescent body</li> </ul> <p>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle.<br/><u>Science National Curriculum Link</u>: describe the changes as humans develop to old age.</p>   |
|   | Piece 3<br>Puberty for<br>Boys and<br>Girls   | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Describe how boys' and girls' bodies change during puberty</li> <li>• <i>Express how I feel about the changes that will happen to me during puberty</i></li> </ul> <p><u>RHE Statutory Guidance Link</u>:<br/>Changing adolescent body<br/>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle.</p>   |
|   | Piece 4<br>Conception                         | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• understand that sexual intercourse can lead to conception and that is how babies are usually made</li> <li>• understand that sometimes people need IVF to help them have a baby</li> </ul> <p><b>This piece will be taught under the Science Curriculum and not a part of PSHE and Relationships.</b></p>  |
| 6 | Piece 2<br>Puberty                            | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Explain how girls' and boys' bodies change during puberty and understand the importance of looking after ourselves both physically and emotionally</li> </ul> <p><i>Express how I feel about the changes that will happen to me during puberty</i><br/><u>RHE Statutory Guidance Link</u>: Changing adolescent body<br/>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle.<br/><u>Science National Curriculum Link (recap and building on prior learning from Year 5)</u>: describe the changes as humans develop to old age.</p> |
|   | Piece 3<br>Babies –<br>Conception<br>to Birth | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Describe how a baby changes from conception through the nine months of pregnancy, and how it is born</li> </ul> <p><i>Recognise how I feel when I reflect on the development and birth of a baby</i><br/><b>This piece will be taught under the Science Curriculum and not a part of PSHE and Relationships.</b></p>   |

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|  | <p>Piece 4<br/>Boyfriends<br/>and<br/>girlfriends</p> | <p>Pupils will be able to:</p> <ul style="list-style-type: none"><li>• Understand how being physically attracted to someone changes the nature of the relationship</li><li>• <i>Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this <a href="#"><u>RHE Statutory Guidance Link:</u></a></i></li><li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li></ul> |
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## Appendix 2

### Relationships Education in Primary schools – DfE Guidance 2019

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

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

|  | <b>Pupils should know...</b>  | <b>How Jigsaw provides the solution</b>  |
|--|---|--|
| <b>Families and people who care for me</b> | <ul style="list-style-type: none"> <li>• R1 that families are important for children growing up because they can give love, security and stability.</li> <li>• R2 the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• R3 that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• R4 that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</li> <li>• R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul> | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul> |
| <b>Caring friendships</b>                  | <ul style="list-style-type: none"> <li>• R7 how important friendships are in making us feel happy and secure, and how people choose and make friends</li> </ul>   |  |

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|                                 | <ul style="list-style-type: none"> <li>• R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</li> <li>• R10 that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed</li> </ul>  |  |
| <b>Respectful relationships</b> | <ul style="list-style-type: none"> <li>• R12 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• R13 practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• R14 the conventions of courtesy and manners</li> <li>• R15 the importance of self-respect and how this links to their own happiness</li> <li>• R16 that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• R17 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• R19 the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul> |  |
| <b>Online relationships</b>     | <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,</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> </ul> |

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|                   | <p>including the importance of respect for others online including when we are anonymous.</p> <ul style="list-style-type: none"> <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>  | <ul style="list-style-type: none"> <li>• Celebrating Difference</li> </ul>   |
| <b>Being safe</b> | <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:

|                         | <b>Pupils should know</b>   | <b>How Jigsaw provides the solution</b>  |
|-------------------------|---|--|
| <b>Mental wellbeing</b> | <ul style="list-style-type: none"> <li>• H1 that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>• H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>• H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).</li> </ul> | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul> |

|                                    |   |   |
|------------------------------------|---|---|
|                                    | <ul style="list-style-type: none"> <li>• H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>  |   |
| <b>Internet safety and harms</b>   | <ul style="list-style-type: none"> <li>• H11 that for most people the internet is an integral part of life and has many benefits.</li> <li>• H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• H14 why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• H17 where and how to report concerns and get support with issues online.</li> </ul> | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy Me</li> </ul> |
| <b>Physical health and fitness</b> | <ul style="list-style-type: none"> <li>• H18 the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• H20 the risks associated with an inactive lifestyle (including obesity).</li> <li>• H21 how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>   | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>                          |

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| <b>Healthy eating</b>             | <ul style="list-style-type: none"> <li>• H22 what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• H23 the principles of planning and preparing a range of healthy meals.</li> <li>• H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>  | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>                        |
| <b>Drugs, alcohol 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> |

Jigsaw PSHE documents needed to explain this policy:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)
- Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?

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))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).