



Elmsleigh
INFANT & NURSERY SCHOOL

Grow to be the best we can be

PSHE, Relationships Education and Health Education Policy

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INTENT

Children Learn What They Live

By Dorothy Law Nolte



*If children live with criticism, they learn to condemn.
If children live with hostility, they learn to fight.
If children live with fear, they learn to be apprehensive.
If children live with pity, they learn to feel sorry for themselves.
If children live with ridicule, they learn to feel shy.
If children live with jealousy, they learn to feel envy.
If children live with shame, they learn to feel guilty.
If children live with encouragement, they learn confidence.
If children live with tolerance, they learn patience.
If children live with praise, they learn appreciation.
If children live with acceptance, they learn to love.
If children live with approval, they learn to like themselves.
If children live with recognition, they learn it is good to have a goal.
If children live with sharing, they learn generosity.
If children live with honesty, they learn truthfulness.
If children live with fairness, they learn justice.
If children live with kindness and consideration, they learn respect.
If children live with security, they learn to have faith in themselves
and in those about them.
If children live with friendliness, they learn the world is a nice place
in which to live.*

At Elmsleigh School, we are passionate about PSHE, Relationships and Health Education and about delivering an exciting 'curriculum for life' that helps our children to develop the knowledge, skills and unique attributes they need to thrive as individuals, family members and members of society in modern day Britain. However, our focus, on teaching the fundamental building blocks and characteristics of positive, safe and healthy relationships, with particular reference to friendships, family relationships and relationships with other children and adults both in the real and online world, begins with the foundational understanding that, *children learn what they live and they live out what they learn.*

When our Elmsleigh children live with encouragement, tolerance, praise, acceptance, approval, recognition, sharing, honesty, fairness, kindness and consideration, security and friendliness, we believe they will become the kind of young citizens who are confident, patient and appreciative, children who like and love themselves, who are generous, truthful, just, respectful and faith-filled. We

recognise that we, the staff at Elmsleigh, are role models and, following our lead, our children become role models themselves, not only in the life of our school but in their family and wider community, too.

We recognise that a growing ability to form strong and positive relationships with others depends on the intentional cultivation of character in the individual pupil. At Elmsleigh, we have high aspirations of our children in order that they may have high aspirations of themselves. We will encourage each child to believe they can achieve, to persevere and to work towards long-term goals despite setbacks. However, we understand that to grow a confident and positive sense of self, our PSHE, Relationships and Health Education curriculum needs to be more than one PSHE lesson a week. That is why the personal development of each Elmsleigh child, is at the heart of all we do.

“It’s about making clear that education is not just about teaching a good set of academic subjects really well. There is something a bit intangible and bigger than that, and it is making sure they recognise that. It’s not about any one thing, it’s about having a range of opportunities so people can discover their talents and interests.”

Amanda Spielman, Ofsted Chief Inspector.

Public Health Data

At Elmsleigh, our intent for this curriculum is also informed by Public Health Data for our local area. The study of this data shows that obesity levels, for children entering Reception, are much higher in this area than at a national level. This knowledge, coupled with our school intelligence about the amount of time our children spend on screens at home, has led us to tailor our PSHE, Relationships and Health Education to two specific areas: Physical and Computer Literacy

Through Project Evolve, a toolkit that resources the Government framework, [“Education for a Connected World”](#), we will seek to “evolve” the online safety messages that children are being taught into something more appropriate and more meaningful that encourages reflection and generates the most positive outcomes for our children.

Through our PE platform, Jasmine, we will teach Real PE, which is a philosophy approach that aims to transform how we teach PE in order to include, challenge and support EVERY child to be motivated, confident, physically competent and responsible for engaging in physical activity for life. We want our children to understand the importance of healthy physical lives and positive mental wellbeing, too.

Zones of Regulation

At Elmsleigh, we recognise the importance of promoting positive mental health and emotional wellbeing to our pupils and their families. We aim to create an open culture around the discussion of mental health and wellbeing and to empower our children be able to regulate their emotions. By implementing the Zones of Regulation curriculum we aim to teach our pupils to identify emotions in themselves and others and provide them with a bank of strategies to help regulate their emotions and improve their wellbeing.

The Zones of Regulation is a framework, created by Leah Kuypers MA ED, OTR/L, designed to “foster regulation and emotional control.” The programme aims to teach children about self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete coloured zones. The framework provides strategies to teach pupils to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

Emotions in all of the zones are natural to experience, but by using the framework children will learn how to recognise and manage feelings from all zones, as well as further understand how those around them may be feeling. The framework also provides strategies to help children understand how they can control their emotions and improve their ability to problem solve conflicts. The goal of introducing children to the framework is to help them move towards independent emotion regulation. This is a lifelong skill that they will not only be able to transfer to future educational settings but also use in their relationships and situations they encounter outside of school

There is progression across the curriculum with children in Early Years learning to identify different emotions to children in Upper Key Stage 2 discussing how our behaviour can impact upon the feelings of those around us

The ZONES of Regulation

			
<p>Blue Zone Sad Bored Tired Sick</p>	<p>Green Zone Happy Focused Calm Proud</p>	<p>Yellow Zone Worried Frustrated Silly Excited</p>	<p>Red Zone overjoyed/Elated Panicked Angry Terrified</p>

The Blue Zone is used to describe low states of alertness and down feelings. Emotions in this zone may include when someone feels sad, tired, sick and bored.

The Green Zone is used to describe a calm sense of alertness. Feelings in this zone include happy, focused, content and ready to learn.

The Yellow Zone is also used to describe a heightened state of alertness and intense emotions. However, children experiencing yellow zone levels of alertness will feel more in control of their emotions than those feeling red zone emotions. Emotions in this zone include stress, frustration, anxiety, excitement, silliness and nervousness.

The Red Zone is used to describe an extremely heightened sense of alertness and intense emotions. The emotions in the red zone include anger, rage, devastation and fear.

Pupil Self Referral - Worry Jars and Helping Hand Forms

To support our pupil's emotional regulation and positive mental wellbeing, each class has a Worry Jar and 'I Need a Helping Hand' forms. Children can complete one of these and deposit it into the Worry Jar whenever they want to communicate their feelings and emotions. These notes are read by the class teacher and shared with the child to ensure that each child is supported with their emotional regulation.



Summary of Intent

We recognise that our PSHE, Relationships and Health Education curriculum can help children to achieve their potential by supporting their mental wellbeing and tackling issues that can affect their learning. Healthy lifestyles, positive mental health and healthy relationships are crucial for children to lead healthy, happy lives and essential for the highest quality learning; therefore, at Elmsleigh Infant and Nursery school, we intend to deliver a broad and balanced curriculum that will support the health education of the 'whole child' promoting the spiritual, moral, cultural, mental and physical development of our pupils.

In an ever-changing world, it is more important than ever that our children are aware, to an appropriate level, of different factors that affect their world. It is also vital that they understand they are never too small or too young make a difference in it. With Zones of Regulation and Physical and Computer Literacy at the forefront of our agenda, Elmsleigh children will progress with that core knowledge in mind.

Implementation

At Elmsleigh, we want our pupils to be given the opportunities to develop confidence, self-motivation and an understanding of their rights and responsibilities within our diverse society. Therefore, through discrete Jigsaw PSHE lessons, where pupils can share their ideas, opinions and beliefs, whole school and themed assemblies, specialised activity days and cross curricular subjects, the statutory Relationships and Health Education content will be covered. The non-statutory parts of the PSHE curriculum will also be taught.

EYFS

The EYFS Framework states that: *Personal, Social and Emotional Development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups and to have confidence in their own abilities.*

PSHE education is not a discrete curriculum subject within the statutory EYFS framework; however, we believe that EYFS is a great place to start exploring the foundations of PSHE, Relationships and Health Education. The EYFS statutory framework areas of Personal, Social and Emotional Development, and Understanding the World, have close links to the PSHE Education Programme of Study. Learning and development opportunities for these areas, as well as in Communication and Language, can be interwoven within the pupils' experience through daily play-based activities, role-play areas, quality

children's fiction and reflective discussion to begin to build pupils' knowledge and understanding, skills, attitudes and attributes related to PSHE, including Relationship and Health Education.

The Prime Area of PSED is separated into 3 strands:

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

A child must achieve the age-related expectations in each of these three areas in order to obtain the Early Learning Goal at the end of the Reception Year.



In line with our whole school focus areas, children in Reception will be introduced to the *Zones of Regulation* curriculum in the Autumn Term, where they will learn to identify and talk about different emotions that they might be feeling. They will take part in *Real PE* lessons each week, using physical activity as an exciting learning tool to understand the importance being healthy and will also have access, both at school and at home to *Purple Mash* by 2Simple, which embeds early computer skills through the new EYFS framework.

Key Stage 1

At Elmsleigh 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.

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

PSHE education in KS1, taught through direct teaching, via assemblies and through cross curricular links with other subjects such as Computing (e-Safety), PE (Real PE), RE, History, Geography, English, Maths and Science, will build on the skills that pupils started to acquire during EYFS to develop effective relationships, assume greater personal responsibility and manage personal safety, including online.

Children will continue to access *Zones of Regulation*, *Real PE* and *Purple Mash by 2Simple*, along with Project Evolve, throughout KS1 in line with our whole school focus areas.

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 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

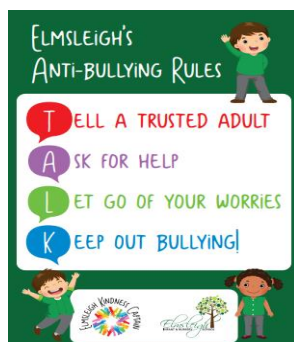
Spring 2:	Healthy Me	Includes age appropriate drugs and alcohol education in KS1, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

Wider Curriculum

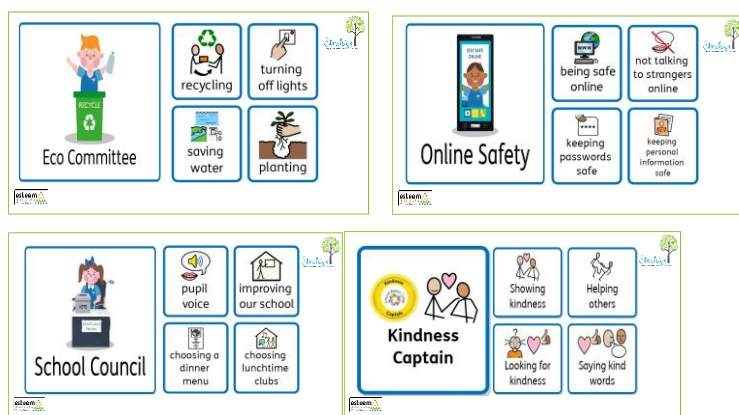
From Reception to Year 2, PSHE, Relationships and Health Education will significantly contribute to the British Values agenda both through our direct teaching and the experiential learning that children enjoy. The 4 British Values are mapped across each half term and creatively discussed in our whole school assemblies with hooks and challenges that aim to embed learning. Alongside the 4 British Values, we reinforce our school values each week: **Respect, Responsibility, Resilience, Compassion, Community and Ambition.** Through educational visits and visitors from the local community, we embed the importance of being part of a multi-cultural society.

Visitors such as emergency services, the school nurse and local members of the faith community, complement our PSHE, Relationships and Health Education curriculum to offer additional learning.

We encourage our pupils to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We challenge all of our pupils to look for opportunities to show the school values of responsibility, respect, compassion, resilience, community and ambition each day. This is celebrated each week through our Golden Ticket initiative where children are nominated for a golden ticket and chosen to take part in a tea party with the Headteacher.



Our children play a valuable role in enhancing school life through their involvement in various school committees, including the Kindness Captains, ECO Committee, Online Safety Committee, and School Council. As role models, these children are easily recognized by their badges and actively demonstrate their roles on a daily basis. They meet regularly with the Leaders to nominate children to be featured in The Elmsleigh Express and receive a Kindness certificate. They also use their voices to help make decisions about the school and find ways to make it a safer and more welcoming place for everyone. The ECO Committee works hard to promote environmental awareness and sustainability across the school, while the Online Safety Committee is dedicated to ensuring that students understand the importance of safe and responsible behaviour online. The School Council serves as the voice of the student body, representing their ideas and suggestions to help improve school life for everyone. Together, these committees enable our students to take on leadership roles and make a positive impact on our school community.



Whole school assemblies are linked to PSHE, Relationships and Health Education and to our British Values and cover any additional sessions that would benefit the whole school.

Impact

At Elmsleigh Infant and Nursery School, PSHE, Relationship and Health Education is at the heart of our school ethos. Our own school values encourage responsibility, respect, compassion, resilience, ambition and a secure understanding of community. We are passionate about delivering an exciting 'curriculum for life', which runs alongside these values, one that is accessible to all to maximise the outcomes for every child to become a confident communicator and a skilled listener by the time they leave.

By the end of Key Stage 1, our children will have developed their awareness of themselves and others in contexts which are familiar to them – such as their home and school. They will be able to understand how their behaviour impacts others around them and how to keep themselves safe and happy in different contexts, including online.

The children will be able to identify what makes us all individual and unique and celebrate diversity within Elmsleigh Infant and Nursery School. Children will be able to articulate their understanding of bullying through our TALK motto and recognise the negative impact it has.

When considering their aspirations and goals, children will be able to express how they feel when they succeed and will begin to work collaboratively in groups to achieve a common goal.

Children will be able to understand how their body has changed from being a baby and will be able to use the correct terms to describe parts of their body that are private. Furthermore, children will know how to take care of their bodies and mental health by leading a healthy lifestyle.

Ultimately, when a child graduates from Elmsleigh Infant and Nursery School, our hope is that they will, as the poem at the beginning of this policy stated, have **learnt what they have lived**. In living with modelled encouragement, tolerance, praise, acceptance, approval, recognition, sharing, honesty, fairness, kindness and consideration, security and friendliness at Elmsleigh, we are confident that the impact will show itself through confident, patient and appreciative young citizens who like and love themselves, and who are generous, truthful, just, respectful and faith-filled.

Additional Responsibilities

Governors: The governors of Elmsleigh school will hold the Headteacher to account for the implementation of this policy. They have delegated the approval of this policy to Mrs. Collins (Headteacher) and Rachel Raynor (Chair of Governors).

Staff: All staff members at Elmsleigh school are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE, Relationship and Health Education
- Monitoring progress
- Responding to the needs of individual pupils

Pupils: At Elmsleigh, we pride ourselves in upholding the highest expectations of our pupils. They are expected to engage fully in PSHE, Relationship and Health Education and, when discussing issues related to this subject, treat others with respect and sensitivity.

Statutory Requirements

“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

Current regulations and guidance from the Department for Education under the Children and Social Work Act 2017 state that from September 2020, all schools must deliver Relationships Education (in primary schools) and Relationships and Sex Education RSE (in secondary schools). It is compulsory for all schools to teach Health Education. The parental right to request to withdraw pupils from RSE (but not Relationships or Health Education) remains in primary and secondary education for aspects of sex education, which is not part of the Science curriculum.

There are four main aims for teaching Relationship and Health Education within the context of PSHE (Personal, Social, Health Education):

- To enable young people to understand and respect their bodies, and be able to cope with the changes growing up brings, without fear or confusion
- To help young people develop positive and healthy relationships appropriate to their age, development etc. (respect for self and others)
- To support young people to have positive self-esteem and body image, and to understand the influences and pressures around them
- To empower them to be safe and safeguarded

At Elmsleigh, we aim to meet the needs and interests of all our pupils, irrespective of age, gender, gender identity, sexuality, ethnicity, religion, disability or learning need. We believe it is important to ensure that our PSHE, Relationship and Health Education curriculum meets the need of every pupil and respects the Protected Characteristics to prevent discrimination. Teaching will take into account age, race, religion, ability, SEND, readiness, and cultural backgrounds of all children to ensure that all can fully access our provision delivered to them through a curriculum that will be delivered age appropriately.

Teaching and Learning

At Elmsleigh, we use a range of teaching and learning styles with an emphasis on active learning by including the children in discussions, investigations and problem solving activities. Often PSHE,

Relationship and Health Education will be introduced and complemented through other subjects. Opportunities to deliver PSHE will also be found within other curriculum areas, for example, in links with Computing (E-safety), Science (recycling), PE (leading healthy active lives) and RE (respecting others beliefs, values and practices).

Our PSHE, Relationship and Health Education curriculum is taught in a variety of ways, to reflect the age of the pupils and ensure a whole school approach to the subject, one of which will be regular curriculum sessions. These lessons, outworked in whole class discussions, circle times and assemblies, for example, aim to develop themes, to share ideas and to build confident communication skills; during these sessions, pupils will regularly work with talking partners or in small groups, facilitating respect, cooperation, fairness, sharing and negotiation with others. We also develop PSHE, Relationship and Health Education through activities and whole school events, for example Children's Mental Health Week, Anti-Bullying Week, Internet Safety Days and Sports Day.

Throughout the year, our children will be given the opportunity to hear from visiting speakers from the local community, such as health workers, police officers, the fire service and members of the local church and other faith communities, whom we invite into school to talk about their role in creating a positive and supportive community.

Using Class Dojo and our Golden Ticket scheme, children have the opportunity to be rewarded on a daily basis for demonstrating positive behaviour that relates to our school and British values. Our Golden Box Assemblies and Kindness Captain certificates further celebrate thoughtful, caring behaviour, rewarding children who have actively and noticeably demonstrated such values in and outside school.

Teaching Staff: In EYFS: Mrs Katie Bowman will lead learning and development opportunities for PSED across Foundation Stage.

In Year 1, Mrs Catherine Smith, Mrs. Laura Mansfield and Mrs Leanne Pettingale will be responsible for teaching PSHE, Relationships and Health Education and Ms Hamilton and Miss Lyons will be responsible for teaching the subject across Year 2.

Monitoring, Reporting and Assessment

Monitoring of PSHE, Relationship and Health Education will be carried out by our PSHE Lead, Leanne Pettingale through learning walks, lesson observations, evidence in the PSHE class books, staff questionnaires and pupil discussions. PSHE education will be assessed each half term and recorded on Insight. PSHE education will then be reported to parents in end of year reports. The PSHE Lead will meet annually with the Link Governor, Mrs Rachel Raynor to report and update on PSHE, Relationship and Health Education.

Whilst we understand that PSHE cannot be assessed in the same way as traditional subjects we still believe it is important to monitor pupil progress at Elmsleigh; therefore, class folders will be used as a buildable evidence base. The teacher delivering the subject each half term will make formative assessments against the Jigsaw key objectives.

Teaching Responsibility and Staff Training

PSHE, Relationship and Health Education has a designated subject leader and Link Governor that will regularly monitor the subject and attend CPD from the Local Authority. The PSHE Lead will ensure there is appropriate and regular INSET training for all teaching staff and Intervention Assistants. When using external speakers to deliver aspects of our PSHE, Relationship and Health Education programme we will ensure that the School Visitor's Policy is adhered to. For any sensitive subjects planned to be delivered, parents will be informed prior to the lesson.

Safeguarding

At Elmsleigh, we understand that certain subjects may carry an increased risk of pupil disclosure; therefore, in cases where there is a safeguarding risk, our school safeguarding policy in relation to Keeping Children Safe in Education 2021 will be followed and concerns will be recorded on My Concerns and pupils supported by our Designated Safeguarding Lead, Mrs Collins and Deputy DSL Tina Arkless. We recognise there may be disclosures that aren't safeguarding issues, but opportunities to support the child. If this occurs staff may refer or suggest local or national support services or information for pupils and/or their families.

Links to Other School Policies

This Policy compliments the following policies:

- Child protection/safeguarding
- Extremism•Anti-Bullying
- Relationships and sex education
- Online safety
- Drug education and the management of drug-related incidents •Attendance
- Behaviour
- Inclusion
- School Visitors

Engaging Stakeholders

This policy has been produced through engagement with the Local Authority, Governors, Teaching Staff, Parents and Children as well as guidance from the Jigsaw PSHE curriculum. We will communicate with parents and carers through Elmsleigh's school website, Facebook Page as well as letters to parents and discussions during parent meetings. As a school we feel it is important to keep parents informed about what we will be discussing so that they can support their child's learning and answer any questions they may have at home.

Outside visitors, who are used to enhance the PSHE, Relationship and Health Education curriculum overall, are required to follow the ethos of this policy.

PSHE, Relationship and Health Education Policy Review Date

The PSHE Lead Leanne Pettingale and Head teacher, Mrs Ellen Collins, will review this policy yearly. This will ensure that the policy continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.



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

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

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

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<ul style="list-style-type: none"> • R1 that families are important for children growing up because they can give love, security and stability. • R2 the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • R3 that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those 	<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>differences and know that other children's families are also characterised by love and care.</p> <ul style="list-style-type: none"> • 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>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>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Being Me in My World • Celebrating Difference • Relationships
<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>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Being Me in My World • Celebrating Difference • Dreams and Goals • Healthy Me • Relationships • Changing Me

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

	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me
Online relationships	<ul style="list-style-type: none"> • R20 that people sometimes behave differently online, including by pretending to be someone they are not. • R21 that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • 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. 	<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 safe	<ul style="list-style-type: none"> • R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • R26 about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. • R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, • R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. • R32 where to get advice e.g. family, school and/or other sources. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference

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
Internet safety and harms	<ul style="list-style-type: none"> • H11 that for most people the internet is an integral part of life and has many benefits. • H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • H14 why social media, some computer games and online gaming, for example, are age restricted. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me

	<ul style="list-style-type: none"> • 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. 	
Physical health and fitness	<ul style="list-style-type: none"> • H18 the characteristics and mental and physical benefits of an active lifestyle. • H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • H20 the risks associated with an inactive lifestyle (including obesity). • H21 how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Healthy eating	<ul style="list-style-type: none"> • H22 what constitutes a healthy diet (including understanding calories and other nutritional content). • H23 the principles of planning and preparing a range of healthy meals. • H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Health and prevention	<ul style="list-style-type: none"> • H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • H31 the facts and science relating to immunisation and vaccination 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Basic first aid	<ul style="list-style-type: none"> • H32 how to make a clear and efficient call to emergency services if necessary. • H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me

<p>Changing adolescent body</p>	<ul style="list-style-type: none"> • H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • H35 about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Changing Me • Healthy Me
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End of Guidance Appendix