



PSHE (Personal, Social, Health and Economic) Education Policy Incorporating Relationships and Sex Education

Name of school: Farley Hill Primary School

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1. Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

This policy meets the requirements that schools publish a Relationships and Sex Education policy.

2. Aims

The aim of this policy is to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and the community. In doing so, they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

3. Pupil Learning Outcomes

We want all of our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- Have a sense of purpose in life
- Value themselves and others
- Form healthy and positive relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge and change
- Be an active and curious learner
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

4. Personal, Social, Health and Economic Education (PSHE)

At Farley Hill Primary School, we subscribe to The Jigsaw Programme because it offers us a fully planned, comprehensive, carefully thought-through Scheme of Work which gives children relevant and consistent learning experiences to develop positive relationships. It has a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. The school has adapted the Jigsaw materials so that they meet the needs of our pupils, including links with other areas of the curriculum.

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.

This Jigsaw based PSHE policy is informed by existing DfE guidance on Sex and Relationship Education, Preventing and Tackling Bullying, Drug and Alcohol Education and Safeguarding.

5. 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 Farley Hill Primary School we allocate one hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Class teachers deliver the weekly lessons to their own classes.

These explicit lessons are reinforced and enhanced in many ways:

- Whole school, Key Stage and class assemblies and collective worship
- Therapeutic and prosocial approach to behaviour, praise and reward system
- Learning Charter in classes
- 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. For further information about the content of the Jigsaw programme, please see the curriculum overview at Appendix

6. Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this

environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

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

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Here, at Farley Hill Primary 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, Sex and Health Education within our whole-school PSHE Programme. RSHE plays a very important part in fulfilling the statutory safeguarding duties all schools have to meet. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to children’s needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, [jigsaw-3-11-and-rshe-overview-map.pdf \(windows.net\)](https://www.windowsonline.net/jigsaw-3-11-and-rshe-overview-map.pdf), shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme’s updates ensure we are always using the most up to date teaching materials and that our teachers are well-supported.

7. 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.

8. 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.

9. Sex Education

The sex education contained in National Curriculum Science (Key Stages 1–4) is compulsory in maintained schools. The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.'

However as yet, 'Sex Education is not compulsory in primary schools'. (p. 23) Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At Farley Hill Primary School, we believe all children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes. We also believe that all children should understand the basic biological facts about human reproduction before they leave primary school. We define Sex Education as understanding human reproduction. We intend to teach this as part of our statutory Science curriculum. Therefore, the parental right to withdraw children from this aspect of our curriculum is not applicable.

At Farley Hill Primary School, we work in close partnership with parents and others in the wider community. Health professionals, social workers, youth workers, peer educators and visitors all have a part to play in delivering sex and relationships education and must abide by the school's policy.

10. PSHE / RSE Content Overview

Year Group	JIGSAW PSHE / RSE / PSED	Science / Understanding the World
EYFS	Growing up: how we have changed since we were babies.	Make connections between the features of their family and other families. Notice differences between people.

	Seek out others to share experiences. Show affection and concern for people who are special to them. Explain own knowledge and understanding, and ask appropriate questions of others. Show sensitivity to others' needs and feelings.	Begin to make sense of their own life-story and family's history. Continue developing positive attitudes about the differences between people.
Year 1	Boys' and girls' bodies; correct names for body parts including penis, testicles, vagina, vulva and anus	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
Year 2	Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is).	Notice that animals, including humans, have offspring which grow into adults; Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
Year 3	How babies grow and how boys' and girls' bodies change as they grow older. Brief introduction to puberty and menstruation.	Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
Year 4	Internal and external reproductive body parts. Recap about puberty and menstruation is revisited with more detail. Conception explained in simple terms.	Conception explained in simple terms.
Year 5	Puberty for boys and girls in more detail including the social and emotional aspects of becoming an adolescent.	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and mammals. Conception explained in simple biological terms
Year 6	Puberty for boys and girls revisited. Understanding conception to the birth of a baby. Becoming a teenager.	Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the changes as humans develop to old age. Understanding conception to the birth of a baby.

11. Parental right to withdraw

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p. 17

At Farley Hill Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit), and we conclude from the DfE Guidance that sex education refers to Human Reproduction. In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum, not solely within PSHE or Relationships and Sex Education as we believe this is most appropriate for our children.

Therefore, the parent right to withdraw their child is not applicable. Parents are sent letter outlining the curriculum for their child's year group each year. We are of course happy to discuss the content of the curriculum and invite parents to contact the class teacher with any concerns in the first instance.

12. Teaching Sensitive and Controversial Issues

Sensitive and controversial issues may arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising, to deal sensitively with, and to follow up appropriately, any disclosures made in a group or individual setting, according to our safeguarding policy.

Teachers will take all reasonable, practical steps to ensure that, where political 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.

If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so pupils are informed and do not seek answers online. If appropriate, staff will inform parents if particular questions are raised by a child for them to discuss at home.

13. Assessment

There are no national level descriptors for PSHE.

To support teachers in tracking each child's Jigsaw Learning progress throughout the year, there is an overview sheet for each child: 'My Learning Progress This Year.' This sheet has the three attainment descriptors for each Puzzle (Puzzles 2-6). After each taught unit, the teacher, using a best-fit approach, decides whether the child is working at, towards or beyond and highlights the appropriate descriptor box on that child's overview sheet. This sheet gives a quick visual representation of where the child is in each Puzzle. Teachers use children's behaviour at work and play, their writing and drawing and contributions to discussions of their thoughts and feelings to inform their assessments.

14. Monitoring and Review

The Curriculum 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 school consults with parents to agree any changes to the RSHE policy. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors monitor teaching materials to check they are in accordance with the school's ethos.

The PSHE subject leader regularly monitors children's learning and teacher assessments, floorbooks and displays and carries out pupil voice interviews to encourage children to reflect and evaluate their learning in PSHE

15. Accessibility

Teachers will make reasonable adjustments to alleviate disadvantage faced by children with SEND and will be mindful of the SEND Code of Practice and the School's SEND Policy when planning for PSHE. Staff will use a variety of different strategies to ensure that all pupils have access to the same information.

16. Equality

This policy will inform the school's Equalities Plan.

At Farley Hill Primary 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.

We note that we are required to have due regard to the Public Sector Equality Duty under Section 149 (1) Equality Act 2010 when exercising our function. We do not consider any issues which arise from this policy would have any

negative impacts on equality and we have considered appropriately the need to advance equality and foster good relations.

Inclusive PSHE and RHSE, particularly ensuring children understand and have respect for protected characteristics, will foster positive relationships, tackle all types of prejudice and promote understanding and respect.

17. Policy Review

This policy is reviewed bi-annually.

Parents consultation	11.03.26	
	Signed Headteacher	Signed Chair of Governors
Date of review:		
Date of next review:		

APPENDIX 1

Roles and responsibilities

The Board of Governors is responsible for:

- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered equitably and in ways that are accessible to all children with SEND.
- Ensuring clear information is given to parents on subject content and their rights to request that children are withdrawn from non-statutory lessons.
- Monitoring that subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

The Headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring all children make progress in achieving expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed, and well planned.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The PSHE/RSE subject leader is responsible for:

- Overseeing the delivery of the subjects providing coaching or mentoring as required.
- Ensuring the planned curriculum and teaching resources are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all children.
- Working with other subject leaders to ensure the relationships, sex, and health curriculum complements, but does not duplicate, the content covered in the National Curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher/Governors.

Staff

Staff are responsible for:

- Delivering PSHE/RSE in a sensitive way.
- Modelling positive attitudes to PSHE/RSE.
- Monitoring progress.
- Responding to the needs of individual pupils.

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity. Ground rules are agreed at the beginning of each year as follows:

- We take turns to speak.
- We use kind and positive words.
- We listen to each other.

- We have the right to pass if we do not wish to share our opinions, thoughts and feelings during group or circle time.
- We only use names when giving compliments or when being positive.
- We respect each other's privacy (confidentiality).

Parents and Carers

The school believes that it is important to have the support of parents and carers for the Jigsaw PSHE programme. Parents and carers are given the opportunity to find out about the Jigsaw PSHE programme in a variety of ways such as information evenings and newsletter articles.

APPENDIX 2

Sources and references

Our PSHE policy is informed by existing DfE guidance:

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

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

Jigsaw PSHE supplementary documents needed to explain this policy:

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



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	• 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	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference • Being Me in My World

Caring friendships	• 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	All of these aspects are covered in lessons within the Puzzles • Being Me in My World • Celebrating Difference • Relationships
Respectful relationships	• 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	All of these aspects are covered in lessons within the Puzzles • Being Me in My World • Celebrating Difference • Dreams and Goals • Healthy Me • Relationships • Changing Me
Online relationships	• 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.	All of these aspects are covered in lessons within the Puzzles • Relationships

	• 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.	• Changing Me • Celebrating Difference
Being safe	• 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.	All of these aspects are covered in lessons within the Puzzles • 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	• 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).	All of these aspects are covered in lessons within the Puzzles • Healthy Me • Relationships • Changing Me • Celebrating Difference

	• H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	
Internet safety and harms	• 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.	All of these aspects are covered in lessons within the Puzzles • Relationships • Healthy Me
Physical health and fitness	• 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.	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Healthy eating	• H22 what constitutes a healthy diet (including understanding calories and other nutritional content).	All of these aspects are covered in lessons within the Puzzles

	• 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).	• Healthy Me
Drugs, alcohol and tobacco	• H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Health and prevention	• 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	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Basic first aid	• 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.	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Changing adolescent body	• 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.	All of these aspects are covered in lessons within the Puzzles • Changing Me • Healthy Me

End of Guidance Appendix