



## Relationships, Sex Education (RSE) Policy

<b>Person responsible</b>	Assistant Head Pastoral
<b>Last update</b>	Summer 2023
<b>Frequency of Review</b>	Annually
<b>Date of next review by Governors</b>	Summer 2024

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## 1. Introduction

RSE or RSHE stands for Relationships, Sex, (Health) Education.

WE teach RSE according to the statutory guidance in the Department for Education policy paper entitled [Relationships and sex education \(RSE\) and health education](#).

*“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

We use the Jigsaw Mindfulness Approach to PSHE Scheme as the basis for our RSE teaching. This takes place in the summer term under the topics:

- ★ Relationships
- ★ Changing Me

An overview of the topics taught, together with any materials used can be found in the document in Appendix A.

This policy is published on the school website and copies are available to anybody who asks for one. It should be read in conjunction with our Mental Health and Wellbeing Policy, Peer on Peer Abuse Policy, Anti-bullying Policy, E-safety Policy; Child Protection and Safeguarding Policy, PSHE Policy.

There is also a recorded ‘Parent Education’ video available on our school website under the ‘Pastoral’ section with in depth information on RSE at St Christophers

## **2. Statutory Relationships Education -definition**

Relationships Education at St Christophers will cover:

- ★ Families and people who care for us
- ★ Caring friendships
- ★ Respectful relationships
- ★ Online relationships
- ★ Being safe

We include the statutory Relationships Education within our whole-school PSHE Programme as stated in Part 1 Paragraph 2a of the Independent School Standards Regulations:

- (a) to ensure that every registered pupil who is provided with primary education at the school is provided with relationships education.

Relationships Education is taught in the first half of the Summer Term via the Jigsaw PSHE programme under the topic of 'Relationships' either by the class teacher or the Head of PSHE.

As Relationships Education is statutory in primary school, our parents do not have the right to withdraw their children from these lessons.

### **(i) How we teach Relationships Education and who teaches it**

We use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme as the basis of our Relationships education and tailor it to our children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships Education requirements. (See Appendix B )

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.

## **3. Sex Education- definition**

The DfE Guidance 2019 (p.23) recommends that independent primary schools determine the content of Sex Education which '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 St. Christopher's The Hall School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit).

We conclude from the DFE Guidance above that Sex Education refers to 'Human Reproduction' ie 'conception' and this is therefore how it is defined at St Christopher's The Hall School.

In order to teach Human Reproduction in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we predominantly teach this within our Science curriculum but age and stage appropriate conversations may occur during PSHE lessons during the 'Changing Me' Puzzle (unit).

#### **(i) How we teach Sex Education and who teaches it**

We use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme as the basis of our Sex Education and tailor it to our children's needs. These lessons are taught as part of the 'Changing Me' puzzle in the second half of the summer term.

The lessons are delivered by our experienced teachers and we have 2 adults present in the room for safeguarding purposes.

The statutory Science Education is taught by the class teachers as part of the Science curriculum during the topic of Animals including Humans. Parents do not have the right to withdraw their children from these lessons.

### **4. Parental Engagement and the Right to withdraw their child from sensitive lessons.**

As a school, St Christopher's always wishes to work in partnership with parents and carers and to provide a transparent and comprehensive picture of what we teach in each year group. This is even more important with the RSE lessons.

To this end, at the end of the Spring Term, prior to both the Relationships and Changing Me topics during the Summer term, a brief presentation and drop-in session is held by the Head of PSHE to enable the parents to view any materials that will be used during the lessons.

In March 2023, this was delivered as part of a Parent Education Session; a recorded video is available on our website under the 'Pastoral' section of this session.

In addition to this, a week prior to the lesson being taught, the lesson content will be emailed to the relevant parents.

Under our definition of 'Sex Education' being that of scientific fact and the natural process of life, parents do not officially have the right to 'withdraw' their child from these statutory lessons. However, we are very mindful of the beliefs and opinions of our families at St Christopher's and respect the fact that these lessons may still prove to be such that the parents wish their child to be excused from a particular lesson. Therefore we offer our parents and guardians this opportunity; they request permission for their child to be excused via our email system to the Head of Pastoral who will acknowledge their request by return. Subsequent to this, their child will be excused from a particular lesson and alternative educational provision will be made on this occasion.

This request can be made before the Summer half term or a week prior to the lessons, once they have viewed the lesson materials. A record of these children will be kept by the Head of PSHE who will inform the relevant class teacher.

Before our parents make the decision to 'withdraw' the child from a particular lesson however, we do advise them to carefully consider the following:

- ★ their child is likely to hear the information from their peers after the lesson in the playground (critical facts may be
- ★ the information from their peers may well be incorrect
- ★ we remind the parents that we teach the lesson in a safe forum and are able to control the lesson and discussions according to the age and stage of the children
- ★ their child may feel uncomfortable and anxious being excluded from the lesson
- ★ we ask that the parent explain to their own children the reasons as to why they are requesting them to be excused from that particular lesson
- ★ we ensure the safeguarding of our children by having 2 adults present in the room during the lesson

The document in Appendix B sets out the materials and lessons content that are taught and used at each stage from Preschool to Year 6.

## **5. Evidence of lessons**

Evidencing of lesson content is in the form of a class scrapbook. Some of the topics covered are highlighted in the weekly newsletter or on our school instagram page.

These books are checked on a regular basis by the Head of PSHE and children are asked to take these scrapbooks to 'Book Looks' with the Head Teacher and Heads of Academic.

## **6. Assessment**

Assessment is carried out in the form of specific learning assessment objectives designed by the Head of PSHE. All teachers of RSE are required to complete the assessment grid with the levels of WT (Working Towards); WA (Working At); WGD (Working At Greater Depth) in accordance with our School marking policy.

These assessment grids are monitored regularly by the Head of PSHE

## **7. Monitoring and Review**

This policy will be reviewed on an annual basis by the Head of PSHE.

SLT reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. Serious consideration has been and will continue to be given to any comments from parents about the RSE programme, and a record has been and will continue to be made of all such comments.

## **8. Equality**

In accordance with the The Independent School Standards Regulations paragraph 83(a), statutory Relationships Education and our lessons pertaining to the Changing Body under

Health Education, are delivered and the content is made accessible to all pupils, including those with SEND

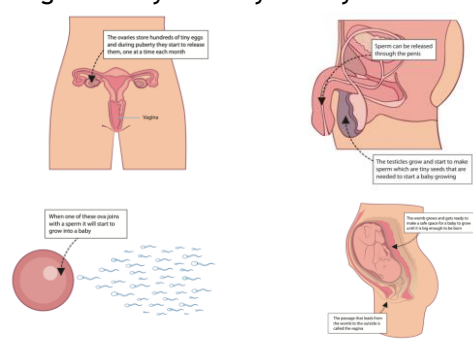
and: (b) our lessons centre around the law and the protected characteristics of The Equality Act 2010

**APPENDIX A: SPECIFIC LESSON CONTENT OF RSE FROM PRESCHOOL- YEAR 6**

PREP SCHOOL	RELATIONSHIPS SUMMER 1 (Relationships Education) COMPULSORY JIGSAW	CHANGING ME SUMMER 2 (Sex Education) NOT- COMPULSORY (IN SCIENCE IT IS - ANIMAL REPRODUCTION) ADAPTATION OF JIGSAW
YEAR 6	<ol style="list-style-type: none"> <li>1. WHAT IS MENTAL HEALTH?</li> <li>2. MY MENTAL HEALTH</li> <li>3. LOVE AND LOSS</li> <li>4. POWER AND CONTROL</li> <li>5. BEING ON LINE- SAFE/UNSAFE? REAL/FAKE?</li> <li>6. BEING ON LINE #2</li> </ol>	CHAMELEON COMPASS PRIMARY TO SECONDARY TRANSITION PROGRAMME <ol style="list-style-type: none"> <li>1. INTRODUCTORY ACTIVITY</li> <li>2. BUILDING CONFIDENCE</li> <li>3. CONVERSATION STARTERS</li> <li>4. DIFFERENT TEACHERS AND THEIR EXPECTATIONS</li> <li>5. MYTH BUSTER; INCLUDING STEREOTYPES</li> <li>6. WHY YOU ARE READY FOR SECONDARY SCHOOL</li> </ol>

PREP SCHOOL	RELATIONSHIPS SUMMER 1 (Relationships Education) COMPULSORY JIGSAW	CHANGING ME SUMMER 2 (Sex Education) NOT- COMPULSORY (IN SCIENCE IT IS - ANIMAL REPRODUCTION) ADAPTATION OF JIGSAW
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		<p>5. MYTH BUSTER; INCLUDING STEREOTYPES</p> <p>6. WHY YOU ARE READY FOR SECONDARY SCHOOL</p>
YEAR 5	<ol style="list-style-type: none"> <li>1. RECOGNISING ME- VALUE SELF</li> <li>2. SAFETY WITH ONLINE COMMUNITIES</li> <li>3. BEING IN AN ONLINE COMMUNITY</li> <li>4. ONLINE GAMING</li> <li>5. MY RELATIONSHIPS WITH TECHNOLOGY</li> <li>6. STAYING HAPPY AND SAFE ONLINE</li> </ol>	<ol style="list-style-type: none"> <li>1. SELF AND BODY IMAGE - self esteem</li> <li>2. PUBERTY 1- HORMONE CHANGES IN BOYS AND GIRLS- JOINT SESSIONS</li> <li>3. PUBERTY 2- SEPARATE SESSIONS WITH MALE/FEMALE TEACHERS TO EXPLAIN SPECIFIC PUBERTY AND A FORUM FOR QUESTIONS - fertilisation may come up; menstruation as a way of preparing a girl's body to carry a baby in her womb.</li> </ol>  <ol style="list-style-type: none"> <li>4. ROLE MODELS/ STEREOTYPES</li> <li>5. LOOKING AHEAD 1- coping with challenges and new responsibilities</li> <li>6. LOOKING AHEAD 2 -transition to Year 6</li> </ol>
YEAR 4	<ol style="list-style-type: none"> <li>1. JEALOUSY</li> <li>2. LOVE AND LOSS</li> <li>3. MEMORIES</li> <li>4. GETTING ON AND FALLING OUT-1</li> <li>5. GETTING ON AND FALLING OUT-2</li> </ol>	<ol style="list-style-type: none"> <li>1. UNIQUE ME -inherited personal characteristics from birth parents - cat and kitten examples; genetics; half from each birth parent- sperm and egg-together they make 1 unique individual</li> </ol>

6. CELEBRATING RELATIONSHIPS WITH OTHER PEOPLE AND ANIMALS

as a new and unique human being.






2. HAVING A BABY- alternative piece; new life is a blank canvas; influences make us who we are; genetics; mannerisms, responsibility as an adult; personal choice to have a baby
3. PUBERTY- how do they all feel about puberty?; concerns and anxieties; changing bodies and feelings associated with these changes;

How old are you when you start puberty? _____	Do you think you're ready to have a baby? _____
Do you think that you're not about getting pregnant? _____	How do you feel about being the girl who can't have a baby? _____
Do you think you're going to have a baby? _____	Do you think you're going to have a baby? _____
How do you feel about being the girl who can't have a baby? _____	How do you feel about being the girl who can't have a baby? _____
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**DEPENDING ON COHORT:**  
a girl's body changes through puberty to prepare her for having a baby growing inside; menstruation is a natural part of this preparation:

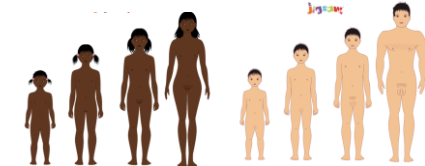
- When a girl's body reaches puberty the eggs (ova) in her body start to mature. Maturing can happen any time between the ages of 10 and 14, but it is different for everyone so we shouldn't worry if we start puberty earlier or later than our friends.
- Once a month, one of the tiny eggs (ova) stored in the woman's ovaries is released. It passes into the fallopian tube and then into the womb/uterus.
- If the egg (ova) meets a man's sperm at this point, the egg will be fertilized and a baby will start to grow. This is called conception.
- Every month the womb/uterus makes a thick, soft, spongy lining with an extra supply of blood to provide all the nutrients that a baby would need.
- If an egg is fertilized it settles into this soft lining of the womb/uterus and develops into a baby.
- If an egg (ova) isn't fertilized by a sperm, then the lining of the womb/uterus sheds. This lining breaks up and the extra blood/extra passes out of the woman's body through her vagina and vulva. This is what is called 'having a period'.
- Usually when we get menstruation, the flow of blood is normal and natural for a girl who has reached puberty. It shows that the girl's/woman's body is working as it should.

		<p>4. CIRCLES OF CHANGE: change is a natural part of life; management strategies;</p>  <p>5. ACCEPTING CHANGE: emotions; coping mechanisms revisited.</p> <p>6. LOOKING AHEAD: moving to Year 5</p>
<p>YEAR 3</p>	<ol style="list-style-type: none"> <li>1. FAMILY, ROLES AND RESPONSIBILITIES- challenge stereotypes</li> <li>2. FRIENDSHIP</li> <li>3. KEEPING MYSELF SAFE ONLINE</li> <li>4. BEING A GLOBAL CITIZEN- equality, justice, United nations</li> </ol>	<ol style="list-style-type: none"> <li>1. HOW BABIES GROW: animals; humans; changes since being a baby;</li> </ol>  <ol style="list-style-type: none"> <li>2. BABIES- what they need to survive and grow; growth inside the uterus;</li> </ol>  <ol style="list-style-type: none"> <li>3. OUTSIDE BODY CHANGES- girls' and boys'</li> </ol>

physical changes during growing up- normalise puberty; control;

I will grow taller	I will develop pubic hair between my legs	Changes I can't control	Changes I can control
Hair will grow under my arms	Hair will grow on my legs		
I will grow hair on my face	My hips will widen		
My chest and shoulders will get broader	My voice will get deeper		
My breasts will grow	My penis and testicles will grow larger		
My feet will get bigger	My skin will get less smooth		

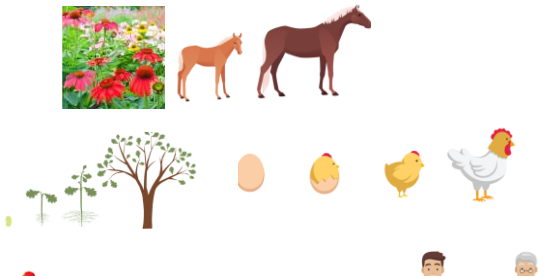
Shedding pubic hair	Making eye contact	Setting a deeper voice	Hair getting wider
Shedding armpit hair	Shedding body hair	Shedding armpit hair	Shedding body hair
Shedding facial hair	Shedding facial hair	Shedding facial hair	Shedding facial hair
Shedding body hair	Shedding body hair	Shedding body hair	Shedding body hair

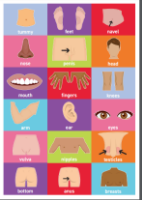



4. INSIDE BODY CHANGES- how new life starts; inherited characteristics - half from mum and dad; sperm and egg; refer to it as a 'wonderful adventure' growing up

I feel great about growing up because...

I feel a bit worried about growing up because...

		<p>5. FAMILY STEREOTYPES- challenge traditional roles- EDI;</p> <table border="1" data-bbox="1514 534 1910 785"> <thead> <tr> <th>Task</th> <th>Male</th> <th>Female</th> <th>Either</th> </tr> </thead> <tbody> <tr><td>Washing the car</td><td></td><td></td><td></td></tr> <tr><td>Decorating the house</td><td></td><td></td><td></td></tr> <tr><td>Changing the bed</td><td></td><td></td><td></td></tr> <tr><td>Mowing the lawn</td><td></td><td></td><td></td></tr> <tr><td>Picking and arranging flowers</td><td></td><td></td><td></td></tr> <tr><td>Cooking dinner</td><td></td><td></td><td></td></tr> <tr><td>Bathing a child</td><td></td><td></td><td></td></tr> <tr><td>Changing a baby's nappy</td><td></td><td></td><td></td></tr> <tr><td>Washing up</td><td></td><td></td><td></td></tr> <tr><td>Putting the bins out</td><td></td><td></td><td></td></tr> </tbody> </table> <p>6. LOOKING AHEAD TO YEAR 4- excitement, anxiety</p>	Task	Male	Female	Either	Washing the car				Decorating the house				Changing the bed				Mowing the lawn				Picking and arranging flowers				Cooking dinner				Bathing a child				Changing a baby's nappy				Washing up				Putting the bins out			
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YEAR 2	<ol style="list-style-type: none"> <li>1. FAMILIES- different families</li> <li>2. KEEPING SAFE - physical contact- acceptable/unacceptable</li> <li>3. FRIENDS AND CONFLICT - quality traits of a good friend</li> <li>4. SECRETS- who to trust in school</li> <li>5. TRUST AND APPRECIATION - who to trust and ask for help</li> <li>6. CELEBRATING SPECIAL RELATIONSHIPS</li> </ol>	<p>1. LIFE CYCLES IN NATURE - change in seasons; baby to adult;</p> 																																												

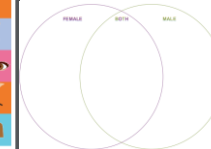
		<p>2. GROWING FROM YOUNG TO OLD - humans; baby to old person</p> <p>3. THE CHANGING ME- personal changes from baby to now on the continuum.</p> <p>4. DIFFERENCES BETWEEN BOYS AND GIRLS likes/dislikes; clothes; body- physical differences; correct names for body parts- normalise;</p>  <p>5. ASSERTIVENESS - types of touch; like/dislike;</p> <p><i>Poem: What about you?</i></p> <table border="0"> <tr> <td>I laugh when I am tickled Do you?</td> <td>I giggle when I am spun around Do you?</td> </tr> <tr> <td>I smile when I am hugged Do you?</td> <td>I feel safe when I am cuddled Do you?</td> </tr> <tr> <td>I chuckle when I feel a squeeze And cry if I am pushed. What about you?</td> <td>I am soothed when my face is stroked and upset if I am pinched. What about you?</td> </tr> </table>  <p>6. LOOKING AHEAD- moving to Year 3 and transitioning into the Prep School; anxieties; excitement; celebrating personal uniqueness</p>	I laugh when I am tickled Do you?	I giggle when I am spun around Do you?	I smile when I am hugged Do you?	I feel safe when I am cuddled Do you?	I chuckle when I feel a squeeze And cry if I am pushed. What about you?	I am soothed when my face is stroked and upset if I am pinched. What about you?
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YEAR 1	1. FAMILIES - different families	1. LIFE CYCLES - animals and humans; find						

2. MAKING FRIENDS
3. GREETINGS
4. PEOPLE WHO HELP US
5. BEING MY OWN BEST FRIEND
6. CELEBRATING SPECIAL RELATIONSHIPS

your pair: rate of growth; growing up



2. CHANGING ME - changes from a baby to know; physical; emotional; help required then and now;
3. MY CHANGING BODY- extended from last week; change since being a baby; physical and emotional; ability;
4. DIFFERENCES BETWEEN BOYS AND GIRLS likes/dislikes; clothes; body- physical differences; correct names for body parts- normalise;



5. LEARNING AND GROWING- as we grow we learn more and are able to do more; independence;



6. COPING WITH CHANGES- some management strategies and looking

		ahead to Year 2.
RECEPTION	<ol style="list-style-type: none"> <li>1. MY FAMILY AND ME - different families</li> <li>2. FRIENDS- character traits of a good friend</li> <li>3. FRIENDS - arguments and how to resolve them</li> <li>4. FALLING OUT-impact of unkind words</li> <li>5. FALLING OUT- strategies to use when angry or upset</li> <li>6. BEING THE BEST FRIEND WE CAN BE - kind words</li> </ol>	<ol style="list-style-type: none"> <li>1. MY BODY - name parts of the body</li> <li>2. RESPECTING MY BODY - favourite foods and activities that are healthy for the body</li> <li>3. GROWING UP- change from a baby; to adulthood- cycle of life; abilities then and now; independence;</li> <li>4. FUN AND FEARS #1 - moving to Year 1; excitement; fears;</li> <li>5. FUN AND FEARS #2 -as above; worries; looking forward to?</li> <li>6. CELEBRATION - happy memories of Reception; achievements; independence</li> </ol>
PRESCHOOL	<ol style="list-style-type: none"> <li>1. MY FAMILY AND ME - different families</li> <li>2. FRIENDS to understand how to make friends- if you feel lonely</li> <li>3. FRIENDS - character traits of a good friend</li> <li>4. FALLING OUT-ot know what to say and do if someone is mean</li> <li>5. FALLING OUT- strategies to calm oneself to manage feelings</li> <li>6. BEING THE BEST FRIEND WE CAN BE - work together and enjoy being with friends</li> </ol>	<ol style="list-style-type: none"> <li>7. MY BODY - name parts of the body and show respect for myself</li> <li>8. RESPECTING MY BODY - favourite foods and activities that are healthy for the body</li> <li>9. GROWING UP- change from a baby, to children to adulthood- cycle of life;</li> <li>10. GROWTH AND CHANGE - to know that I grow and change</li> <li>11. FUN AND FEARS- talk about feelings moving into Reception</li> <li>12. CELEBRATION - happy memories of Preschool this year</li> </ol>



## APPENDIX B - 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 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>● that families are important for children growing up because they can give love, security and stability.</li> <li>● 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>● 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>● 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>● 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>● 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>● how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>● 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>● that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>● 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>● how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</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>Respectful Relationships</b>	<ul style="list-style-type: none"> <li>● 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>● practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● the conventions of courtesy and manners</li> <li>● the importance of self-respect and how this links to their own happiness</li> <li>● that in school and in wider society they can expect to be treated with respect by others, and that in turn they should</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>

	<p>show due respect to others, including those in positions of authority</p> <ul style="list-style-type: none"> <li>● 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>● what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>● the importance of permission seeking and giving in relationships with friends, peers and adults</li> </ul>	
<p><b>Online relationships</b></p>	<ul style="list-style-type: none"> <li>● that people sometimes behave differently online, including by pretending to be someone they are not</li> <li>● that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>● the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>● 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>● how information and data is shared and used online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>● Relationships</li> <li>● Changing Me</li> <li>● Celebrating Difference</li> </ul>
<p><b>Being safe</b></p>	<ul style="list-style-type: none"> <li>● what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>● 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> </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>

	<ul style="list-style-type: none"><li>● that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li><li>● how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li><li>● how to recognise and report feelings of being unsafe or feeling bad about any adult.</li><li>● how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li><li>● how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li><li>● where to get advice e.g. family, school and/or other sources.</li></ul>	
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## APPENDIX B- 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>● that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>● 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>● 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> </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>● how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>● the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>● simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>● 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>● that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>● 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> <li>● 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>● that for most people the internet is an integral part of life and has many benefits.</li> <li>● about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and</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>

	<p>the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <ul style="list-style-type: none"> <li>● 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>● why social media, some computer games and online gaming, for example, are age restricted.</li> <li>● 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>● 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>● where and how to report concerns and get support with issues online.</li> </ul>	
<p><b>Physical health and fitness</b></p>	<ul style="list-style-type: none"> <li>● the characteristics and mental and physical benefits of an active lifestyle.</li> <li>● 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>● the risks associated with an inactive lifestyle (including obesity).</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>

	<ul style="list-style-type: none"> <li>● how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	
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<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>● what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>● the principles of planning and preparing a range of healthy meals.</li> <li>● 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>● 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>● how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>● about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>● 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> </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>



	<ul style="list-style-type: none"> <li>● about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>● about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>● the facts and science relating to immunisation and vaccination</li> </ul>	
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>● how to make a clear and efficient call to emergency services if necessary.</li> <li>● 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>● key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>● 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>