



# **Personal, Social, Health and Economic Education (PSHE) and Relationships, Sex and Health Education (RSHE) Policy**

This policy was adopted by the Full Governing Body.

Reviewed: Spring 2024

Next review: Spring 2025

Signed:

Signed:

Chair of Governors

Head teacher

Date:

Date:

## INTRODUCTION AND AIMS

At Stonehill School, we aim to provide all children with an education that prepares them for the opportunities, responsibilities, and experiences of adult life. We support our pupils to develop self-respect, confidence, and empathy, to enable them to make positive choices and decisions.

Our PSHE, Relationships and Health education are key to developing a positive culture around relationships and help children to make responsible choices about their health and wellbeing.

This policy sets out the framework for our PSHE policy, which includes Relationships, Sex, and Health Education (RSHE). It provides clarity on how it is informed, organised and delivered, and how it relates to our curriculum as a whole.

## LEGAL FRAMEWORK

All primary schools have a statutory duty to deliver Relationships and Health education to pupils.

“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

The Department for Education also recommends that primary schools teach some aspects of sex education within the Relationships and Health curriculum. At Stonehill, we believe it is important to include some elements of sex education in our curriculum to help pupils to prepare for puberty and to give them an understanding of the importance of health and hygiene and sexual development.

We choose to deliver our PSHE and relationships education, which includes some aspects of sex education, through a programme called Jigsaw PSHE.

The Jigsaw Programme is a comprehensive scheme of work and is aligned to the PSHE Association Programmes of Study for PSHE. [pshe-association-programme-of-study-2020-map.pdf](https://www.pshe-association.org.uk/programmes-of-study-for-pshe-map.pdf)

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- [Keeping Children Safe in Education](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/426621/Keeping_Children_Safe_in_Education.pdf) (statutory guidance) [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/426621/Keeping_Children_Safe_in_Education.pdf)
- [Respectful School Communities: Self Review and Signposting Tool](https://www.educateagainsthate.com/resources/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 \(educateagainsthate.com\)](https://www.educateagainsthate.com/resources/self-review-and-signposting-tool/)
- [Behaviour and Discipline in Schools](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/426621/Behaviour_in_schools.pdf) (advice for schools, including advice for appropriate behaviour between pupils) [Behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/426621/Behaviour_in_schools.pdf)
- [Equality Act 2010 and schools](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/426621/Equality_Act_2010_advice_for_schools.pdf) [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/426621/Equality_Act_2010_advice_for_schools.pdf)
- [SEND code of practice: 0 to 25 years](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/426621/SEND_code_of_practice_0_to_25_years.pdf) (statutory guidance) [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/426621/SEND_code_of_practice_0_to_25_years.pdf)

- [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 \(www.gov.uk\)](#)

## WHOLE SCHOOL APPROACH TO PSHE

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

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

## **DELIVERY OF THE CURRICULUM**

At Stonehill School, class teachers deliver weekly one hour PSHE lessons. The PSHE knowledge and skills are taught in a developmental and age-appropriate way.

Lessons follow a carefully planned progression of skills, which address issues in a timely way in line with current evidence of children's physical, emotional, and sexual development. Through this approach, the school ensures that all teaching and materials are appropriate for the ages of the pupils, their cultural background, developmental stages and any additional needs, such as SEND.

Occasionally, classes may be taught in gender groups, depending on the nature of the topic being delivered at the time and the cultural background of pupils.

Across each year group, appropriate diagrams, videos, books, games, discussion, and practical activities will be used to assist learning. Resources will be selected with sensitivity, taking into account the age, developmental stage, and cultural background of pupils.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. If pupils ask questions outside the scope of our planned content, teachers will always use their professional judgement to decide what an age-appropriate response should be and whether it may be more appropriate to respond to an individual on a one-to-one basis, away from the whole class setting. We will always make sure that parents/carers are made aware of any questions raised which fall outside the planned content of the lesson.

Teachers will ensure that lesson plans are centred on reducing stigma, particularly in relation to mental wellbeing and protected characteristics and encourage openness through discussion activities and group work.

Our PSHE lessons are reinforced through:

- Assemblies
- praise and reward systems
- the PSHE Learning Charter
- Interactions and relationships with each other and adults across the school.

We encourage our children to apply their learning to everyday situations within the school community.

## **RELATIONSHIPS EDUCATION**

We define relationships education as learning the building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults.

Our Relationships Education covers '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 in Appendix 2. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education. See link at the end of this policy.

The Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education but some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

## HEALTH EDUCATION

We define health education as learning about physical health and mental wellbeing to give children the information that they need to make good decisions about their own health and wellbeing.

Our Health Education covers '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 in Appendix 2. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education. See link at the end of this policy.

The Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education but 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 developed every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Teaching children about puberty is a **statutory** requirement. This is taught as part of the Changing Me Puzzle (unit).

The mapping document shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements.

## SEX EDUCATION

We define sex education as learning about the **basic** facts of human sexual reproduction to ensure that children are prepared for the changes that adolescence brings. It draws on knowledge of the human life cycle as set out in the national curriculum for science.

Children are increasingly exposed to information about sex through social media, the internet, gaming and discussions with peers. The school feels it is important that children have the opportunity to learn about the basic facts of human sexual reproduction in a supported, sensitive way.

Sex education is taught through some aspects of the Jigsaw Changing Me Puzzle (unit). The specific lessons that teach about sexual reproduction are:

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 3 (Conception, birth)

## **PARENTS' RIGHT TO WITHDRAW FROM SEX EDUCATION**

We are required by law to deliver relationships and health education and parents/carers do not have the right to withdraw their child from these lessons. However, Sex Education is not compulsory in primary schools and parents have the right to request their child be withdrawn from the PSHE lessons that specifically teach this.

At Stonehill, we inform parents of their right to withdraw their child from these specific lessons in the spring term before the Changing Me Puzzle unit is taught.

Parents/carers wishing to exercise this right are asked to make an appointment to meet informally with the class teacher and/or the PSHE curriculum leader in school to discuss their concerns. The class teacher/PSHE curriculum leader will:

- clarify what is taught
- share planned resources with parents/carers
- explore any concerns
- discuss any impact that withdrawal may have on the child.

If a parent still wishes to withdraw their child, requests for withdrawal must be put in writing using the form found in Appendix 1 of this policy and addressed to the head teacher. A copy of this form will be placed in the pupil's educational record.

Once the formal request for withdrawal has been received, the child will not take part in sex education lessons until the request for withdrawal has been removed. Parents/carers can ask for a request for withdrawal to be removed at any time and are encouraged to review this annually.

If a pupil is withdrawn from sex education, the pupil will receive appropriate, purposeful education during the lesson.

## **EQUALITY**

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics."

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against anyone because of their:

- age
- sex or sexual orientation
- race
- disability
- religion or belief
- gender reassignment
- pregnancy or maternity
- marriage or civil partnership

We will take positive action to respond to disadvantages affecting a group because of a protected characteristic.

We are committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. We understand that pupils with special educational needs and disabilities (SEND) or other needs, such as those with social,

emotional, or mental health (SEMH) needs, are entitled to learn about PSHE and relationships and sex education and the programme will be designed to be inclusive of these pupils.

We understand that we may need to reshape explanations and adapt planning of work and teaching methods to appropriately deliver the programme to pupils with SEND, SEMH or other needs.

We are mindful that the PSHE curriculum is delivered in the context of family life and understand that families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers, amongst other family units. We will take care to ensure that there is no stigmatisation of children based on their home circumstances.

We will be sensitive to the fact that some children may also have different structures of support around them for example: looked after children, post-looked after children, young carers or those who are subject to special guardianship orders.

We are mindful of the cultural sensitivity of the RSHE aspects of the curriculum and that the content may be viewed differently by families from different ethnicities or religious and belief perspectives. We will listen to views and opinions as they are expressed and liaise with parents/carers to discuss their individual child. We aim to create a community where different religious and belief perspectives are respected, tolerated, and celebrated.

Our PSHE and RSHE curriculum is designed to meet the needs of all pupils. We are mindful that children are developing their sexuality and sexual identity and will deal honestly and sensitively with matters around sexual orientation and gender diversity, answering questions in a way which is appropriate to the age and development of the child, and offering support where needed.

We acknowledge and support the rights of LGBTQ+ individuals and will not tolerate discrimination of any kind. We will address any issues firmly and sensitively. Parents do not have the right to withdraw their child from lessons where LGBTQ+ issues may be discussed. Where necessary, we will liaise with parents/carers to reassure them of the content and seek to understand the context for their individual child, including their religious and belief perspectives.

We promote respect for all and value every individual child. We 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 conflict with our approach to the teaching of the Relationships, Health and Sex Education aspects of our PSHE curriculum. Where this is the case we will manage the situation sensitively and with respect.

## **MONITORING AND REVIEW**

This policy is reviewed annually. Parents views are considered when reviewing this policy and the PSHE curriculum.

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 \(windows.net\)](#)

## Appendix 1

### Parent form: withdrawal from sex education within PSHE

| TO BE COMPLETED BY PARENTS                                                |                   |       |      |
|---------------------------------------------------------------------------|-------------------|-------|------|
| Name of child                                                             |                   | Class |      |
| Name of parent                                                            |                   | Date  |      |
| Specific sex education content you would like to withdraw your child from |                   |       |      |
|                                                                           |                   |       | Tick |
| <b>Year 4</b>                                                             | Having a baby     |       |      |
| <b>Year 5</b>                                                             | Conception        |       |      |
| <b>Year 6</b>                                                             | Conception, birth |       |      |
| Reason for withdrawing your child                                         |                   |       |      |
|                                                                           |                   |       |      |
| Parent signature                                                          |                   |       |      |
| TO BE COMPLETED BY THE SCHOOL                                             |                   |       |      |
| Agreed actions from discussions with parents                              |                   |       |      |
| Head teacher signature                                                    |                   |       |      |



## Appendix 2

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

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

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

|                                            | Pupils should know...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | How Jigsaw provides the solution                                                                                                                                                                                                 |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Families and people who care for me</b> | <ul style="list-style-type: none"> <li>• R1 that families are important for children growing up because they can give love, security and stability.</li> <li>• R2 the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• R3 that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• R4 that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</li> </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> |

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|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 | <ul style="list-style-type: none"> <li>• R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                    |
| <b>Caring friendships</b>       | <ul style="list-style-type: none"> <li>• R7 how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</li> <li>• R10 that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed</li> </ul>                                                                                                                                                                                         | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Being Me in My World</li> <li>• Celebrating Difference</li> <li>• Relationships</li> </ul>                                                                          |
| <b>Respectful relationships</b> | <ul style="list-style-type: none"> <li>• R12 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• R13 practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• R14 the conventions of courtesy and manners</li> <li>• R15 the importance of self-respect and how this links to their own happiness</li> <li>• R16 that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• R17 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• R19 the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul> | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Being Me in My World</li> <li>• Celebrating Difference</li> <li>• Dreams and Goals</li> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> </ul> |

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|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Online relationships</b> | <ul style="list-style-type: none"> <li>• R20 that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• R21 that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• R24 how information and data is shared and used online.</li> </ul>                                                                                                                                                                                                                                                                                                                       | <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> |
| <b>Being safe</b>           | <ul style="list-style-type: none"> <li>• R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• R26 about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• R32 where to get advice e.g. family, school and/or other sources.</li> </ul> | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul> |

## Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

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

|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                               |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                    | <ul style="list-style-type: none"> <li>• H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                               |
| <b>Internet safety and harms</b>   | <ul style="list-style-type: none"> <li>• H11 that for most people the internet is an integral part of life and has many benefits.</li> <li>• H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• H14 why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• H17 where and how to report concerns and get support with issues online.</li> </ul> | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy Me</li> </ul> |
| <b>Physical health and fitness</b> | <ul style="list-style-type: none"> <li>• H18 the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• H20 the risks associated with an inactive lifestyle (including obesity).</li> <li>• H21 how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>                          |
| <b>Healthy eating</b>              | <ul style="list-style-type: none"> <li>• H22 what constitutes a healthy diet (including understanding calories and other nutritional content).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>All of these aspects are covered in lessons within the Puzzles</p>                                                                                         |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                             |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <ul style="list-style-type: none"> <li>• H23 the principles of planning and preparing a range of healthy meals.</li> <li>• H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>                                                                                              |
| <b>Drugs, alcohol and tobacco</b> | <ul style="list-style-type: none"> <li>• H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <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>Health and prevention</b>      | <ul style="list-style-type: none"> <li>• H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• H31 the facts and science relating to immunisation and vaccination</li> </ul> | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>                        |
| <b>Basic first aid</b>            | <ul style="list-style-type: none"> <li>• H32 how to make a clear and efficient call to emergency services if necessary.</li> <li>• H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>                        |
| <b>Changing adolescent body</b>   | <ul style="list-style-type: none"> <li>• H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• H35 about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Changing Me</li> <li>• Healthy Me</li> </ul> |

End of Guidance Appendix