



Sandhill Primary School

Personal, Social and Emotional Development Policy

(Including Relationships, Sex and Health Education)

“Personal, social and health education (PSHE) helps to give children and young people the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. It offers learning opportunities across and beyond the curriculum, in specific lessons as well as in assemblies, circle time, special school projects and other activities that enrich pupils' experiences.’

This PSHE policy is informed by updated DFE guidance on **Relationships education, relationships and sex education (RSE) and health education (2019)** following an amendment to the Children and Social Work Act 2017, which made **Relationships and Health Education at primary**; and Relationships, Sex, and Health Education at secondary, statutory subjects. The latest guidance became active in September 2020.

PSHE at Sandhill

At Sandhill, we teach Personal, Social, Health Education (PSHE) as a whole-school approach, to underpin children’s development as people and because we believe that this also supports their learning capacity. At Sandhill we have chosen to use the PSHE Jigsaw scheme of work to support our teaching of PSHE across school.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children’s learning in this vital curriculum area. The overview of the programme can be found on our school website.

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

Our school aims for all children:

- That all children should be safe, secure and happy in school.
- That all children have equal access to the curriculum, regardless of ability, gender, race or religion.
- That all children develop an appreciation of the importance of responsible behaviour, courtesy and consideration of others.

- That all children's spiritual, moral, social and cultural development is promoted in order to prepare them to become valued members of an ever-changing, multi-cultural society.

Organisation and Planning

Jigsaw brings together PSHE Education through a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

There are six Puzzles in Jigsaw that are designed to progress in sequence from Autumn to June/July. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece (lesson) has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health Education guidance, but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health.

The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

PSHE will be delivered through:

- Weekly lessons using the Jigsaw scheme of work.
- Weekly assemblies, class discussions and circle time.
- Additional extra-curricular activities e.g. themed days, workshops, visitors
- As and when issues arise ensuring time is made within the curriculum to meet the needs of the children.

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

Jigsaw Content

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at change

SMSC (Spiritual, Moral, Social, Cultural) development

Every lesson contributes to at least one of these aspects of children's development. This is mapped within planning and balanced across each year group. This is easy to see on the PSHE Progression document (overview).

Provision Made for Children with Particular Needs

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy.

- Children have weekly ongoing support from our inclusion team (Miss Stoppard, Mr Haywood) where children access their learning in addition to developing their social skills, understanding their emotions and anger management.
- Open door policy and regular contact with parents working in partnership with the school.
- Child-led school focused plans
- Parent Support group/Coffee Mornings
- Trusting relationships with the Inclusion Team and other members of staff enabling children to have choice and a variety of people to talk to.

- ALL pupils must access PSHE, including pupils with SEND, teaching that is differentiated and personalised will be the starting point to ensure accessibility. High levels of teaching assistant support enable ongoing support in PSHE when needed.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

Teaching Methods and Approaches

In the Foundation Stage, teachers will plan from children's own experiences through the seven areas of learning. They will plan for Personal, Social and Emotional Development on a daily basis in conjunction with the Early Learning Goals. A weekly Jigsaw lesson is delivered in both FS1 and FS2.

In KS1 and 2, teachers will plan through their curriculum maps in relation to The National Curriculum Framework for PSHE. Teachers will plan to use a range of learning styles including class discussions, hot seating, sharing time, stories and role-play to deal with issues that are planned or arise naturally. A weekly Jigsaw lesson is delivered in both KS1 and KS2.

All children have their own Jigsaw Journal to record in during their weekly Jigsaw lesson.

Citizenship is addressed through the Jigsaw curriculum.

Resources used to deliver PSHE

Resources are selected that are:

- Age appropriate
- Non-discriminatory
- In accord with the values of the school

Some resources chosen will appear discriminatory but these are used to challenge misconceptions, negative images and messages and stereotypes.

All Jigsaw resources are available for use by all staff and are saved on our share drive. All resources are clearly labelled and each year group has a Jigsaw planning file for each termly context. Resources are added to as teachers develop teaching and learning ideas, or as Jigsaw updates their resources for schools.

Assessment and Reporting on Learning

In PSHE there are two broad areas for assessment:

1. Children's knowledge and understanding, for example, information on health and nutrition, understanding codes of conduct, understanding health and safety procedures, and the meaning of ideas including democracy e.g. the nature of co-operation and competition.
2. How well children can use their knowledge and understanding in developing skills and attitudes, for example through discussions, group tasks, and learning challenges, managing conflict, making decisions and promoting positive relationships.

Whole School

- PSHE is reported to parents in the end of year report where personal, social and emotional development, as well as the child as a whole learner are commented on.
- All teachers update their class profile for SEN, where needs are highlighted in learning but also personal, social and emotional needs are highlighted with actions to support these children.

Foundation Stage

- Teaching staff will make observations of children using the early learning goals, the development matters statements and the characteristics of effective learning. Coverage of Personal, Social and Emotional Development is set out in the Foundation Stage Curriculum. Jigsaw Journals and the children's individual learning journey record evidence for PSHE.

KS1 & KS2

- Teaching Staff will be able to refer to information from the Foundation Stage Profiles/End of Year Reports and information passed on by previous teacher, to ascertain where the children are at and plan to build on these experiences accordingly. Assessment is a planned part of all effective teaching and learning. Teachers use summative and formative assessment to record information and report these findings through conversations and end of year reports in conjunction with the Jigsaw assessment Statements for PSHE and Citizenship. Jigsaw Journals record evidence for PSHE.

Staff Professional Development

Teachers training needs are determined during the review meetings as part of the performance management cycle. Whole school training needs are planned for in termly action plans. The school ensures they are kept informed of relevant changes to aspects of PSHE by attending LEA meetings on Healthy Schools and PSHE. They are encouraged to access appropriate school based INSET or external CPD opportunities. We encourage peer observation and peer support to offer further CPD opportunities

Confidentiality

Confidentiality for young people **cannot and must not** be guaranteed by staff. The boundaries of confidentiality should be made clear to pupils. Please refer to the Safeguarding Policy for further detail.

Answering Difficult Questions

Teachers must be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE. To this end ground rules need to have been agreed to provide a common values framework within which to teach. There must also be clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.

Dealing with Sensitive Questions

- Clear parameters about what is appropriate and inappropriate should be discussed whole class.
- Teachers should set the tone so that issues are discussed in a sensitive, sensible and matter-of-fact way.
- Children should be encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to these before the next session.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- Teachers should listen to children but not lead or further question the child, in line with the school's child protection guidelines.
- If a teacher is concerned that a pupil is at risk of abuse this needs to be noted down and reported to the Safeguarding Lead and the usual child protection procedures followed.

Links with Other Policies

This policy has clear links with other school policies including:

- Health and Safety Policy

- Equal Opportunities Policy
- Safeguarding Policy/Child Protection Policy
- Confidentiality Policy
- Anti-Bullying Policy
- Special Educational Needs Policy
- Inclusion Policy

RSHE Curriculum (Relationships Education, Sex Education and Health Education)

At Sandhill we are confident that the Jigsaw scheme of work meets all statutory requirements for teaching RSHE and that all statutory content is clearly laid out in the curriculum progression map. Jigsaw will continue to monitor the statutory requirements for teaching PSHE in primary schools and provide up to date content when required.

Compulsory elements of RSHE

From September 2020, Relationships Education and Health Education is compulsory for all primary schools, as set out in the DfE Guidance (2019). This includes primary aged children learning about the '*changing adolescent body*', included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019). Sex Education has not been made compulsory in primary schools. However, the DfE recommends that all primary schools have a sex education programme tailored to the age and maturity of its pupils.

End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019). The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools.

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)

Relationships Education

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

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

Relationships and Sex Education (RSE)

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'.

Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At Sandhill, 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 that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g

Year 4, Puzzle 6 Lesson 2 (Having a baby)

Year 5, Puzzle 6 Lesson 4 (Conception)

Year 6, Puzzle 6 Lesson 4 (Conception, birth)

We will inform parents of this right by the end of the Spring term, before the changing me puzzle is taught in Summer 2.

Definition of Relationships and Sex Education:

RSE Guidance 2019 states RSE has three main elements:

• Attitudes and values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- developing critical thinking as part of decision-making.

• Personal and social skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;

– learning to make choices based on an understanding of difference and with an absence of prejudice;

-respecting others in an age-appropriate way, in terms of understanding one’s own and others’ boundaries in play, in negotiations about space, toys, books, resources and so on;

– developing an appreciation of the consequences of choices made;

– managing conflict; and

– learning how to recognise and avoid exploitation and abuse.

• **Knowledge and understanding**

– learning and understanding physical development at appropriate stages;

– understanding human sexuality, reproduction, sexual health, emotions and relationships (KS2);

– learning about contraception and the range of local and national sexual health advice, contraception and support services (Upper Key Stage 2);

– learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and the avoidance of unplanned pregnancy. (Upper Key Stage 2)

Jigsaw RSE Content

The grid below shows specific RSE content for each year group:

Age	
4-5	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
5-6	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.
6-7	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us);trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing

independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.

7-8 Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect Others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.

8-9 Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.

9-10 Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMARRT internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.

10-11 Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

Health Education

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

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

Definition of Health Education:

Dfe Guidance 2019 states:

Effective Health Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others' health and well-being.

Jigsaw's Health Education Content

The grid below shows specific Health Education content for each year group:

Age

4-5	Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.
5-6	Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with

	household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.
6-7	Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.
7-8	Self-identity and worth; positivity in challenges; responsible choices; giving and receiving compliments; difficult challenges and achieving Success; dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings; simple budgeting; exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it's important online and off line; respect for myself and others healthy and safe choices; body changes at puberty.
8-9	What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty.
9-10	Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; changes in the body at puberty.
10-11	Choices, consequences and rewards; group dynamics; democracy, having a voice; emotions in success; making a difference in the world; motivation; recognising achievements; compliments; taking personal responsibility; how substances affect the body; exploitation, including 'county lines' and gang culture; emotional and mental health; managing stress; mental health; identifying mental health

worries and sources of support; love and loss; managing feelings; power and control; assertiveness; technology safety; take responsibility with technology use; self-image; body image; impact of media; discernment; puberty; reflections about change; respect and consent.

Who is responsible for monitoring and reviewing RSHE?

The head teacher (Mr Hickey) and PSHE subject coordinator (Mrs Larkin) liaises with external agencies regarding the school RSHE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The head teacher and subject coordinator monitor this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy. Parents should be consulted on the RSE policy and have the opportunity to express their views. They also must be informed of the limits of their right to withdraw their child from sex education and have the opportunity to do so within these limits. Governors give serious consideration to any comments from parents about the PSHE (RSHE) programme, and make a record of all such comments. Governors working with the headship team take responsibility for meeting statutory requirements for RSHE.

How is responsible for the teaching and delivery of RSHE?

The teaching of RSHE will be provided by class teachers within the context of trusted relationships and the teaching and learning of RSHE will be monitored and evaluated by the head teacher and subject coordinator on a continuous basis. This will then be fed back to the school Governors.

Working with parents and carers

The government guidance on Relationships, Sex Education and Health Education (DfE, 2019) emphasises the importance of schools working in partnership with parents and carers. Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, Geography, History, RE, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSHE. Good communication and opportunities for parents to understand and ask questions about the school's approach can help increase confidence in the curriculum.

At Sandhill, we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

Parents' Right to Withdraw their Children

Parents will be informed of planned RSHE sessions in the curriculum newsletter sent out each term. In spring term parents will be invited to see the summer term programme of learning for RSHE including the videos and activities on offer before it is taught to the children. **Parents have the right to withdraw their children from all or part of sex education sessions, except those elements taught as part of the National Curriculum Science.** Once a child has been withdrawn they cannot take part in the specific sex education lessons until the request for withdrawal has been removed. **Parents and carers cannot withdraw from any aspect of Relationships Education and also in maintained schools, Health Education lessons covering the changing adolescent body (puberty).** Any parent wishing to discuss this aspect of the curriculum in more detail should contact the Head teacher.

Relationships Education in Primary schools – DfE Guidance 2019

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

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • 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. • 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. • 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. • 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 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World

	<p>(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).</p> <ul style="list-style-type: none"> • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • 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. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults. 	
Online relationships	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • 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. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference
Being safe	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference

	<ul style="list-style-type: none"> • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. 	
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Health Education in Primary schools – DfE Guidance 2019

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

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • 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. • 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. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference

	<p>participation, voluntary and service-based activity on mental well-being and happiness.</p> <ul style="list-style-type: none"> • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • 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). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	
<p>Internet safety and harms</p>	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • 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. • how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me

	<p>importance of keeping personal information private.</p> <ul style="list-style-type: none"> • why social media, some computer games and online gaming, for example, are age restricted. • 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. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. 	
Physical health and fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • 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. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 	<p>All of these aspects are covered in lessons within the Puzzles</p>


	<ul style="list-style-type: none"> • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to immunisation and vaccination 	<ul style="list-style-type: none"> • Healthy Me
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Changing Me • Healthy Me

Basic First Aid

Pupils in Year 6 learn how to make a clear and efficient call to emergency services if necessary. They are taught concepts of basic first-aid, for example dealing with common injuries, including head injuries.

This policy will be reviewed annually by the head teacher and governing body.

Date written: September 2023

Headteacher signed: 

Chair of Governors signed: *J Mackay* (24.10.23)

This policy is to be reviewed at Autumn 2024 governing body meeting