



## PSHE (Personal, Social, Health Education) Policy

(including Relationships and Health Education statutory from September 2020)

**Name of school :**  
Ormesby Village Infant School

**Date of policy:**

September 2026

**Member of staff responsible:**  
Sarah Allen (PSHE lead)

**Review date:**  
September 2027

### Context

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

Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and

Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

### PSHE

At Ormesby Village Infant School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme and what is covered in each year group at our school can be seen below.

| Age Group               | Being Me in My World                                                                                                                                         | Celebrating Difference                                                                                                                                  | Dreams and Goals                                                                                                                                                                                         | Healthy Me                                                                                                                                                                         | Relationships                                                                                                                                                                                                                                       | Changing Me                                                                                                                                                                                                           |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ages 3-5 (F1-F2)</b> | Self-identity<br>Understanding feelings<br>Being in a classroom<br>Being gentle<br>Rights and responsibilities                                               | Identifying talents<br>Being special<br>Families<br>Where we live<br>Making friends<br>Standing up for yourself                                         | Challenges<br>Perseverance<br>Goal-setting<br>Overcoming obstacles<br>Seeking help<br>Jobs<br>Achieving goals                                                                                            | Exercising bodies<br>Physical activity<br>Healthy food<br>Sleep<br>Keeping clean<br>Safety                                                                                         | Family life<br>Friendships<br>Breaking friendships<br>Falling out<br>Dealing with bullying<br>Being a good friend                                                                                                                                   | Bodies<br>Respecting my body<br>Growing up<br>Growth and change<br>Fun and fears<br>Celebrations                                                                                                                      |
| <b>Ages 5-6</b>         | Feeling special and safe<br>Being part of a class<br>Rights and responsibilities<br>Rewards and feeling proud<br>Consequences<br>Owning the Learning Charter | Similarities and differences<br>Understanding bullying and knowing how to deal with it<br>Making new friends<br>Celebrating the differences in everyone | Setting goals<br>Identifying successes and achievements<br>Learning styles<br>Working well and celebrating achievement with a partner<br>Tackling new challenges<br>Identifying and overcoming obstacles | Keeping myself healthy<br>Healthier lifestyle choices<br>Keeping clean<br>Being safe<br>Medicine safety/safety with household items<br>Road safety<br>Linking health and happiness | Belonging to a family<br>Making friends/being a good friend<br>Physical contact preferences<br>People who help us<br>Qualities as a friend and person<br>Self-acknowledgement<br>Being a good friend to myself<br>Celebrating special relationships | Life cycles – animal and human<br>Changes in me<br>Changes since being a baby<br>Differences between female and male bodies (correct terminology)<br>Linking growing and learning<br>Coping with change<br>Transition |

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This 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. Following consultation with the children at our school, and in order for PSHE to be meaningful, we have renamed it ‘Sharing and Caring’, so the children understand what PSHE is and when they are doing a PSHE/RHE lesson.

## **Statutory Relationships and Health Education**

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

DfE Guidance p.8

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

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

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

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

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

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

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.” DfE Guidance p.11

Here, at Ormesby Village Infant School we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Our PSHE policy is informed by existing DfE guidance:

[Keeping Children Safe in Education](#) (statutory guidance)

[Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)

[Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)

[Equality Act 2010 and schools](#)

[SEND code of practice: 0 to 25 years](#) (statutory guidance) [Alternative Provision](#) (statutory guidance)

[Mental Health and Behaviour in Schools](#) (advice for schools)

[Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)

[Sexual violence and sexual harassment between children in schools](#) (advice for schools)

[The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)

[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))

[SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

## **What do we teach when and who teaches it?**

### **Whole-school approach**

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

Following consultation with parents regarding the new RHE curriculum, many parents expressed their interest in having a deeper understanding of what is being covered in PSHE. Therefore, an overview of weekly lesson content will be emailed to parents at the start of each half-term from April 2021. We

understand that parents and carers play a major role in their child's learning of PSHE/RHE, and believe that the best approach to supporting children's learning in PSHE is by working together.

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| <b>Term</b>      | <b>Puzzle (Unit)</b>   | <b>Content</b>                                                                                                                  |
|------------------|------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <b>Autumn 1:</b> | Being Me in My World   | Includes understanding my own identity, place in the class, school and global community, as well as devising Learning Charters. |
| <b>Autumn 2:</b> | Celebrating Difference | Includes anti-bullying (including cyber bullying) and diversity work.                                                           |
| <b>Spring 1:</b> | Dreams and Goals       | Includes goal-setting, aspirations for yourself and the world and working together.                                             |
| <b>Spring 2:</b> | Healthy Me             | Includes 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.                |
| <b>Summer 2:</b> | Changing Me            | Includes Relationships and coping positively with change.                                                                       |

At Ormesby Village Infant School we allocate at least one hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers or teaching assistants deliver the weekly lessons to their own classes.

Our curriculum focuses on online safety and wellbeing. For example, pupils will learn about online financial harms such as gaming, video game monetisation, scams and fraud (not before Year 3) – as well as the reasons for age restrictions on online content such as gambling websites and social media. Lessons will include content on helping pupils to critically engage with what they see online and recognise their rights – for example in relation to privacy, consent and personal data (with learning around the importance of location settings for instance). Online safety assemblies will also be used to support this important message containing such content.

Within our health education learning, there is an emphasis on helping pupils understand their bodies and the changes they might experience, such as learning the correct names for body parts (including genitalia). This reflects established best practice when it comes to giving children the knowledge and understanding they need to stay safe, including the ability to identify and report signs of abuse, while reducing stigma.

Our Federation of schools will also include the teaching of personal safety, with an emphasis on recognising and reducing risk, in the context of fire and travel safety — for example around water, roads and railways. This will be achieved through class teaching, Crucial Crew workshops and road safety assemblies/visits by the local Police and/or Norfolk County Council Road Safety team.

Some of our learning includes teaching children about change and loss, including bereavement; recognising that this can cause a range of feelings, and that everyone grieves differently. Our fantastic

nurture provision encompasses much of this support, but class teaching will now emphasise this information. Support from Nelson's Journey is also used.

Our curriculum content includes learning about skills as well as knowledge. For example, within relationships education, we teach children about communicating effectively, and developing the ability to be assertive and to express needs and boundaries. Furthermore, we teach skills for managing difficult feelings in the context of relationships, such as disappointment, frustration and loneliness — and these skills are highlighted in online contexts too. All this learning is done in an age-appropriate manner. Pupils will now learn strategies for resisting pressure to share information or images online. (Guidance states that some schools may decide to cover image sharing or online sexual content in late primary, if this is something they know is affecting their pupils. The DfE emphasises that if schools choose to cover these topics, teaching should be “age appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion”.) This latter point will be discussed as a Senior Leadership and involve a parent consultation before any teaching is made.

## **Relationships Education**

***What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?***

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

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

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

## **Health Education**

***What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?***

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

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

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

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

## **Sex Education**

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'. (p. 23)

Schools are to determine the content of Sex Education at primary school. Due to the age of the children at Ormesby Village Infant School, there won't be any Sex Education in our curriculum beyond the expectations of the Science curriculum. The aspects of Sex Education outlined in the primary Science curriculum include teaching about the main external parts of the human body, how the human body changes as it grows from birth to old age, and the reproductive process in some plants and animals. We will also cover topics that are related to law, such as different types of touch. These will be tailored to the age group of the children e.g. NSPCC PANTS.

At our Federation of schools, puberty is not taught before Year 4, whilst sex education is not taught before Year 5, in line with what pupils learn about conception and birth as part of the national curriculum for Science.

Therefore the parental right to withdraw their child from Sex Education is not applicable. We are of course happy to discuss the content of the curriculum with parents. If they wish to do so they can make an appointment with the headteacher or PSHE lead.

| Puberty and Human Reproduction in Jigsaw 3-11 |                         |                                                                                                   |
|-----------------------------------------------|-------------------------|---------------------------------------------------------------------------------------------------|
| FS                                            | Growing Up              | How we have changed since we were babies                                                          |
| Y1                                            | My changing body        | Understanding that growing and changing is natural and happens to everybody at different rates    |
|                                               | Boys' and girls' bodies | Appreciating the parts of the body that make us different and using the correct names for them    |
| Y2                                            | The changing me         | Where am I on the journey from young to old, and what changes can I be proud of?                  |
|                                               | Boys and girls          | Differences between boys and girls – how do we feel about them?<br>Which parts of me are private? |

### Accessibility

It is our intention that all pupils have the opportunity to experience a programme of PSHE. We will use a range of teaching and learning styles, and promote active learning. Learning opportunities are differentiated where appropriate to meet the needs of all learners, including those with SEND.

### Equality

**This policy will inform the school's Equalities Plan.**

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.

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a



timely point as part of this area of the curriculum". At our school, this will be focused on celebrating different and diverse types of families through approaches such as story books.

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

### **Assessment**

In order for pupils to feel a sense of pride in their work and for the teacher to have evidence of their progress, children in KS1 have a PSHE folder containing their work. At the start of each half-term, teachers may also collect some baseline data to indicate children's knowledge and understanding at the beginning of a Jigsaw topic, which can then be compared to an assessment of children's learning at the end of the topic. Due to the nature of this subject, many of the opportunities for assessment will be informal and will be made during times of discussion. Jigsaw does provide attainment descriptors for each Puzzle which may help teachers in their formative assessment.

### **Safeguarding**

All staff need to be aware that disclosures may be made during or after PSHE sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that a child may need additional time to talk therefore it is important to allow the time and appropriate staffing for this to happen. If disclosures occur during this, the school's Safeguarding Policy is followed.

### **Sexual Bullying**

As part of expected outcomes relating to understanding different types of bullying, through our PSHE/RSHE lessons and/or through assemblies, we aim to improve how sexual bullying is understood. Learning around sexual bullying (such as peer on peer abuse and sexual harassment) are taught to the pupils in class in an age-appropriate way. We teach about the term consent and how to interact with others we have relationships with. We establish overtly that name-calling, particularly that using sexual terminology, is not acceptable. This mirrors how we educate the pupils to other safeguarding concerns, such as Child Criminal Exploitation and appropriate online/social media use.

Should an incident be reported, staff will follow the school safeguarding procedure. Staff will listen, be confidential and sensitive, report and record to external agencies/parents, offer appropriate support as it is possible that both victim and perpetrator are children, sanction appropriately and continue to educate. Staff have received training and are fully alert to the possibility that it could happen in our Federation. Parents have been involved parents with our RSE and Anti-Bullying policies and have shared information with them regarding sexual bullying.

## **Confidentiality**

Confidentiality for pupils cannot and must not be guaranteed by staff, as per the school's Safeguarding Policy. If it is believed that the child is at risk or in danger, the school's Safeguarding Policy should be followed. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by a member of staff throughout the process.

## **Monitoring and Review**

The Curriculum Committee of the governing body monitors this policy every two years. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

## **Policy Review**

This policy is reviewed every year.

|                      | Signed Headteacher | Signed Chair of Governors |
|----------------------|--------------------|---------------------------|
| Date of review:      | September 2025     | September 2025            |
| Date of next review: | September 2026     | September 2026            |



## Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

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

|                                            | <b>Pupils should know...</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>How Jigsaw provides the solution</b>                                                                                                                        |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Families and people who care for me</b> | <p>that families are important for children growing up because they can give love, security and stability.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>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.</p> <p>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> | <p>All of these aspects are covered in lessons within the Puzzles</p> <p>Relationships<br/>Changing Me<br/>Celebrating Difference<br/>Being Me in My World</p> |

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|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <b>Online relationships</b> | <p>that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>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.</p> <p>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>how information and data is shared and used online.</p>                                                                                                                                                                                                                                                                                               | <p>All of these aspects are covered in lessons within the Puzzles</p> <p>Relationships<br/>Changing Me<br/>Celebrating Difference</p> |
| <b>Being safe</b>           | <p>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>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> <p>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>how to ask for advice or help for themselves or others, and to keep trying until they are heard,</p> <p>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>where to get advice e.g. family, school and/or other sources.</p> | <p>All of these aspects are covered in lessons within the Puzzles</p> <p>Relationships<br/>Changing Me<br/>Celebrating Difference</p> |

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## 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> | <p>that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>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.</p> <p>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.</p> <p>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</p> <p>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</p> <p>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).</p> | <p>All of these aspects are covered in lessons within the Puzzles</p> <p>Healthy Me<br/>Relationships<br/>Changing Me<br/>Celebrating Difference</p> |

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|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
|                                    | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                           |
| <b>Internet safety and harms</b>   | <p>that for most people the internet is an integral part of life and has many benefits.</p> <p>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.</p> <p>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.</p> <p>why social media, some computer games and online gaming, for example, are age restricted.</p> <p>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.</p> <p>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>where and how to report concerns and get support with issues online.</p> | <p>All of these aspects are covered in lessons within the Puzzles</p> <p>Relationships<br/>Healthy Me</p> |
| <b>Physical health and fitness</b> | <p>the characteristics and mental and physical benefits of an active lifestyle.</p> <p>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.</p> <p>the risks associated with an inactive lifestyle (including obesity).</p> <p>how and when to seek support including which adults to speak to in school if they are worried about their health.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>All of these aspects are covered in lessons within the Puzzles</p> <p>Healthy Me</p>                   |
| <b>Healthy eating</b>              | <p>what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>the principles of planning and preparing a range of healthy meals.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>All of these aspects are covered in lessons within the Puzzles</p> <p>Healthy Me</p>                   |



|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                         |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
|                                   | 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).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                         |
| <b>Drugs, alcohol and tobacco</b> | <p>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>the facts and science relating to immunisation and vaccination</p> | <p>All of these aspects are covered in lessons within the Puzzles</p> <p>Healthy Me</p>                 |
| <b>Basic first aid</b>            | <p>how to make a clear and efficient call to emergency services if necessary.</p> <p>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>All of these aspects are covered in lessons within the Puzzles</p> <p>Healthy Me</p>                 |
| <b>Changing adolescent body</b>   | <p>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>about menstrual wellbeing including the key facts about the menstrual cycle.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>All of these aspects are covered in lessons within the Puzzles</p> <p>Changing Me<br/>Healthy Me</p> |



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