

Howden Church of England Infant School



PSHE and RSHE Policy

Revised February 2026

Roots to grow so together we flourish

At Howden C of E Infant School, we live and learn together and look after one another as part of the family of God. We are deeply rooted in the values of the Christian faith and experience the kindness, respect and support that come with being connected in a loving community. Together, our children are able to grow, flourish and bear much fruit which they will take with them as they travel through life and out into the wider world.

‘I am the vine, you are the branches. If you remain in me and I in you, you will bear much fruit.’ John 15:5.

‘Rooted and grounded in love.’ Ephesians 3:17.

PSHE Policy

Intent

Personal, Social, Health and Economic Education (PSHE) is our comprehensive curriculum for supporting children’s development, health, wellbeing and understanding of relationships. We are required by law to teach Relationships Education and Health Education to all primary-aged pupils. We deliver these statutory subjects within our broader PSHE programme.

Under the Education Act 2002 and the Academies Act 2010, all schools must provide a curriculum that:

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

Implementation

At Howden CE Infant School we believe every child deserves an education that prepares them not only for academic success but also to thrive as rounded individuals in modern society. We teach Personal, Social, Health and Economic 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. It also supports and underpins our school values as we explore these in greater depth. There is a large overlap between the programme of study for religious education and the aims of PSHE, we therefore deliver a considerable amount of the PSHE curriculum through our religious education lessons as additional to the Jigsaw programme.

The overview of the programme can be seen on the social website.

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

Here, at Howden CE 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 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.

At Howden CE Infants school we have also adopted the use of The Zones of Regulation. A framework that builds emotional regulation and behavioural skills. The framework allows us to tailor our teaching for all children in learning about wellbeing and mental health, therefore this approach helps us to build on the statutory guidance for Health Education. We teach a series of carefully planned lessons using the framework during Autumn 1 which coincides with Jigsaw's puzzle piece; Being Me in My World.

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)
- Social, emotional and mental wellbeing in primary and secondary education. (NICE guidance)
- Promoting and supporting mental health and wellbeing in schools and colleges (guidance for schools and colleges)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- 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

It is also aligned with the Church of England's "A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)" and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, second edition updated summer 2019).

Jigsaw Content

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Understanding personal identity, my place in the class and school community, rights and responsibilities, democracy, making a positive contribution.
Autumn 2:	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.
Spring 1:	Dreams and Goals	Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively.
Spring 2:	Healthy Me	The relationship between physical and emotional health; nutrition, sleep, exercise and hygiene; emotional wellbeing; drugs education (including medicines); keeping safe; understanding habits and making healthy lifestyle choices.
Summer 1:	Relationships	Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and communication skills, recognising when relationships are unhealthy, understanding loss and bereavement.
Summer 2:	Changing Me	Understanding life cycles and human growth, coping positively with change, body image and self-esteem, puberty education, changing relationships.

Howden CE Infant School Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships Education and Health Education. The table above 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 beyond the classroom.

Embedding PSHE in School Life:

- Every class studies a parallel Piece of the same Puzzle at the same time (sequentially ordered from September to July), we have adapted Being Me in My World and included The Zones of Regulation framework.

- Collective worship, our school values and behaviour curriculum are taught cohesively across the academic year and this allows us to enhance and support the PSHE lessons by providing opportunities for children to respond in our reflection spaces.
- Teachers have access to all the resources appropriate for the particular Piece that the children are working on: film clips, images, PowerPoint, PDF's, story books & links to online resources, etc.
- Teaching strategies are varied and are mindful of different learning styles and the need for differentiation and consideration for individual sensitivity to topics.
- Jigsaw and The Zones of Regulation raises self-awareness, group awareness, collaboration skills, teamwork experience, respectfulness, etc., preparing children for the wider world and their position in it.
- Playground and social time provide opportunities for children to practise the friendship and conflict-resolution skills learned in PSHE, supported by staff who understand the PSHE curriculum and can reference learning when supporting children.
- Emotional literacy taught in PSHE develops an extensive vocabulary for feelings and emotions which is reinforced throughout the school day, with staff supporting children to name and express their feelings, to understand others' emotions, and to use this awareness to build positive relationships and resolve difficulties. Display materials related to the Zones of Regulation support this learning across the school.
- Recognition and reward systems celebrate not just academic achievement but the personal and social qualities developed through PSHE and Howden CE Infants school values.

We teach PSHE to all children, regardless of their ability. Teachers provide learning opportunities matched to the individual needs of children. Lessons are organised in a way that encourage the children to take part in a range of tasks that promotes involvement in helping other individuals or in groups. Children can be involved through class discussions, group activities and independent learning. We offer children the opportunity to hear visiting speakers, such as health workers, police and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.

Impact

We will see the effects of a successful PSHE Curriculum in our school by:

- Children's enjoyment and participation in PSHE lessons.
- Children's confidence and ability to discuss the topics we cover and the use of The Zones of Regulation within classrooms.
- Children's attitudes towards each topic and an awareness of how these are promoted by our school values and vision.
- Children's progression in their knowledge and understanding which will be assessed by making informal judgements.
- Lesson observations, pupil discussions and book scrutiny's and staff interviews will confirm a successful PSHE curriculum.
- PSHE will be an important and integral part of the whole school curriculum and staff will feel confident in teaching and developing PSHE across school.
- Children will be assessed using the lesson's objectives and whole school curriculum targets, records will be kept throughout the year in order to give a picture of the child's learning.
- The curriculum leader will monitor the progress of the subject and address any issues they foresee throughout the year.

Relationship and Sex Education (Relationships, Sex and Health Education)

Intent

The Relationships Education, Relationships and Sex Education and Health Education Regulations (updated July 2025) make Relationships Education and Health Education statutory for all primary aged pupils.

Relationships Education:

Relationships Education is compulsory for all primary aged children and there is no right to withdrawal. It focuses on teaching children the fundamental building blocks of positive, respectful relationships with family, friends, peers and adults.

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, kind relationships', 'Online safety and awareness', 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.

Parents should also be aware that the Church of England states in "Valuing All God's Children", 2019, that Relationships and Sex education should: *"Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop an understanding that there are a variety of relationships and family patterns in the modern world."* (Page 34)

Health Education:

Health Education is compulsory for all primary aged children and there is no right of withdrawal. It focuses on supporting children to make informed decisions about their health and wellbeing.

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 'General mental wellbeing', 'wellbeing online', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol, tobacco and vaping', 'Health protection and prevention', 'Personal Safety', 'Basic First Aid' and 'Developing Bodies'.

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.

Sex Education:

Sex Education is not compulsory in primary school, however, the Department of Education recommends that all primary schools teach age-appropriate sex education to ensure children are prepared for the changes adolescence brings and understand how human life begins.

At Howden CE Infant School, we believe children should understand the facts about human reproduction before they leave primary school so we teach this as part of our PSHE and RSHE curriculum.

Implementation

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

RSHE Curriculum Provision is provided through PSHE teaching, Science and specific Relationship, Sex and Health Education lessons taught by specialists from 'Big Talk Education' with class teachers and /or HLTAs present in their own classes.

Big Talk Content

Howden CE Infant School works with BigTalk Education, an award -winning team of specialist facilitators. The team delivers to each class within school one session every year which further deepens PSHE subject knowledge. Teaching staff will be familiar with the content and resources. Delivered to children and are present during every session to ensure any questions are addressed accordingly.

Reception – Year 1: From this age children should be able to identify safe situations and those which may be risky, like other children or adults taking improper photographs of them. They should be able to identify trusted adults (both at home and school) who they can talk to if they feel worried. Within this age group they should understand about different types of families, including those with same sex parents. The emphasis being on all different types of families.

Year 2: Understanding the importance of boundaries within friendships and personal relationships is important, including online and through technologies such as mobile phones and games. They should know what films, programmes and online content they should and shouldn't be watching, in addition who to tell, if someone encourages them to watch inappropriate content (this can be a grooming tactic).

At Howden CE Infant School, sex education 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 in KS1 sex education refers to Human body parts and their correct names.

Year 1, Lesson 4 (Boy's and Girl's Bodies)

Year 2, Lesson 4 (Boy's and Girl's Bodies)

Confidentiality

Teachers & specialists from Big Talk Education conduct sex education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The Head teacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of local healthcare providers such as the school nurse and other health professionals, give us valuable support with our sex education programme. Other people that we may call on include local clergy, social workers and youth workers.

Equality

Relationship Education and Health Education will help all children at our school to understand their physical and emotional development and enable them to make positive decisions in their lives. Teachers may have to plan work in different ways in order to meet the needs of children with Special Educational Needs & Disabilities. PSHE is particularly important for children with SEND, who may be more vulnerable to exploitation, abuse and bullying. Teachers will adapt lessons to ensure content is accessible, using:

- Visual supports and where possible concrete examples.
- Additional pre-teaching or small group work where needed.
- Multi-sensory approaches and practical activities
- Extended time for processing and responding

Care and sensitivity will be shown in matching teaching to the maturity of all pupils involved. We are very aware that meeting our aims requires an age-appropriate and graduated programme. Teachers will take into account the developmental differences of children and will consider the potential for discussion on a one-to-one basis or in small groups. Matters relating to ethnic background, religion and other beliefs will be handled through close discussion with the child, his/her parents/carers and teacher.

At Howden CE Infant School we promote respect for all and value every individual child. The Jigsaw curriculum presents families in all forms, recognising that children come from diverse family backgrounds. We will ensure no child is stigmatised based on their home circumstances and that all family structures are represented positively in our teaching. When discussing families, we emphasise that the key characteristics of families are that they provide love, care, stability and security for children, not in a particular structure.

Throughout PSHE education, children learn that all people deserve to be treated with respect and kindness regardless of difference. This is a fundamental principle that runs through our teaching. In teaching about families and relationships, we include same-sex parents alongside other family structures, presented naturally as one of the many different types of families that children may encounter. Children learn about treating others with kindness and respect, understanding that people have protection from discrimination and should be treated with dignity and respect.

Jigsaw PSHE 3-11 does NOT include content on gender questioning or transgender topics. Our focus at primary level is on teaching children to respect all people and to challenge stereotypes about what girls and boys can do, be or achieve without intriguing complex concepts about gender identity.

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.

Working with Parents

As always, we seek to work alongside our parents/carers to provide effective and appropriate SRE for children at our school. We aim for our teaching to support and complement the role of parents and carers, as they are the key figures in helping their children to cope with the emotional and physical aspects of growing up. Parents and carers of all children are informed of the content of the 'Growing up and keeping safe – a Whole School Approach' programme that will be delivered to the children and are invited into school to a presentation by Big Talk Education. They will have the opportunity to view resources used with the children, ask questions and voice any concerns.

As schools are legally obligated to provide pupils with Relationship Education, parents do not have a right to withdraw their child/ren from PSHE/RSE lessons. The Education Act of 1993 gives the parents the right to withdraw their children from any or all of sex education taught as part of PSHE. Parents do NOT have the right to withdraw children from:

- Relationships Education (statutory)
- Health Education, including puberty education (statutory)
- Science curriculum content, including content about reproduction (statutory)

Before making a decision to withdraw a child from sex education, we invite parents to discuss their concerns with 'the headteacher and PSHE lead'. This discussion helps us to understand the request and enables us to clarify the nature and purpose of the curriculum, discuss the benefits of the education and consider any potential impacts of withdrawal on the child. If any parents/carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision to ensure the safety and welfare of the child.

Responding to children's questions

We recognise that children may ask questions beyond our planned curriculum. Teachers use professional judgement to respond, and may answer briefly and factually if age-appropriate, suggest the child speaks to their parent or carer, or acknowledge the question while explaining they'll learn more when they are older.

If a withdrawn child asks questions about sex education content, teachers will sensitively explain this is something their parents would like to discuss at home. We will inform parents so they can follow up.

School Roles Relating to PSHE and RSHE

Governors

Governors are responsible for;

- Ensuring the school meets its statutory duties
- Approving this policy
- Monitoring implementation and impact
- Supporting the Headteacher and staff
- Engaging with parent consultation

The Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, appropriate agencies, TEAL academy and the Local Education Authority. The Headteacher will support the PSHE lead and teaching staff in delivering the curriculum and ensure adequate resources and professional development is met.

PSHE/RSHE Subject Lead

The subject leader, along with the Headteacher, has general responsibility and overall coordination of PSHE across the school and will support other members of staff in the implementation of this policy. The subject leader will monitor the quality and impact of PSHE provision, liaise with parents and report to senior leadership and governors where necessary.

All Staff

Our approach to PSHE and RSHE is that of a Whole School Approach. Appropriate training will be given for all staff teaching PSHE/RSHE where necessary. All staff members will deliver high-quality PSHE in line with this policy, reinforcing PSHE learning throughout school life, responding appropriately to disclosures and concerns and model the values and behaviour promoted through PSHE and in line with other school policies.

Impact

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The 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 annually

	Signed Headteacher	Signed Chair of Governors
Date of review:	Feb 26	
Date of next review:	Sept 27	

Relationships Education in Primary schools – DfE Guidance 2019

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

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

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	- F1: That families are important for children growing up safe and happy because they can provide love, security and stability. - F2: The characteristics of safe and happy family life, such as 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. - F3: That the families of other children, 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. - F4: That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. - F5: That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. - F6: How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	All of these aspects are covered in lessons within the Puzzles - Relationships - Changing Me - Healthy Me
Caring friendships	- CF 1: How important friendships are in making us feel happy and secure, and how people choose and make friends. 5 2, 3, 6 - CF 2: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 5, 6 2, 3, 6 - CF 3: That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 5 2, 3 - CF 4: The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5, 6 2, 3, 6	All of these aspects are covered in lessons within the Puzzles - Being Me in My World - Celebrating Difference - Relationships

	● CF 5: That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened 5 2, 3, 5 ● CF 6: How to manage conflict, and that resorting to violence is never right. 3 3, 4, 6 3 ● CF 7: How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	
Respectful, Kind relationships	● RKR 1: How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. ● RKR 2: The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. ● RKR 3: How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. ● RKR 4: Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. ● RKR 5: That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. ● RKR 6: practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. ● RKR 7: The conventions of courtesy and manners. ● RKR 8: The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. ● RKR 9: The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. ● RKR 10: What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. ● RKR 11: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust	All of these aspects are covered in lessons within the Puzzles ● Being Me in My World ● Celebrating Difference ● Dreams and Goals ● Healthy Me ● Relationships ● Changing Me
Online safety and awareness	● OSA 1: That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are	All of these aspects are covered in lessons within the Puzzles

	anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. - OSA 2: How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. - OSA 3: That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. - OSA 4: The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. - OSA 5: Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. - OSA 6: That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.	- Relationships - Changing Me - Celebrating Difference
Being safe	- BS 1: What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 3, 4 3 4 - BS 2: The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. - BS3: That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. - BS 4: How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. - BS 5: How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. - BS 6: How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. - BS 7: How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	All of these aspects are covered in lessons within the Puzzles - Relationships - Changing Me - Celebrating Difference

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

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

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
General Wellbeing	• GW 1: The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. • GW 2: The importance of promoting general wellbeing and physical health. • GW 3: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. • GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. • GW 5: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate • GW 6: That isolation and loneliness can affect children, and the benefits of seeking support. • GW 7: That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. • GW 8: That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. • GW 9: Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they	All of these aspects are covered in lessons within the Puzzles • Being Me in My World • Dreams and Goals • Healthy Me • Relationships • Changing Me • Celebrating Difference

	are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). ● GW 10: That it is common to experience mental health problems, and early support can help.	
Wellbeing Online	● WO 1: That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. ● WO 2: Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. ● WO 3: The benefits of limiting 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 ● WO 4: How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. ● WO 5: Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. ● WO 6: The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. ● WO 7: How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. ● WO 8: That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. ● WO9: How to understand the information they find online, including from search engines, and know how information is selected and targeted. ● WO10: That they have rights in relation to sharing personal data, privacy and consent. ● WO 11: Where and how to report concerns and get support with issues online.	All of these aspects are covered in lessons within the Puzzles ● Dreams and Goals ● Healthy Me
Physical health and fitness	● PHF 1: The characteristics and mental and physical benefits of an active lifestyle.	All of these aspects are covered in lessons within the Puzzles

	● PHF 2: The importance of building regular physical activity 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, moderate and/or vigorous physical activity. ● PHF 3: The risks associated with an inactive lifestyle, including obesity. ● PHF 4: How and when to seek support including which adults to speak to in school if they are worried about their health	● Healthy Me ● Dreams and Goals
Healthy eating	● HE 1: What constitutes a healthy diet (including understanding calories and other nutritional content). ● HE 2: Understanding the importance of a healthy relationship with food. ● HE 3: The principles of planning and preparing a range of healthy meals. ● HE 4: 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).	All of these aspects are covered in lessons within the Puzzles ● Healthy Me
Drugs, alcohol, tobacco and vaping	● DATV 1: The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches	All of these aspects are covered in lessons within the Puzzles ● Healthy Me
Health Protection and prevention	● HP 1: How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. ● HP 2: About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. ● HP 3: The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. ● HP 4: About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist. 1 ● HP 5: About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing ● HP 6: The facts and scientific evidence relating to vaccination and immunisation	All of these aspects are covered in lessons within the Puzzles ● Healthy Me
Personal Safety	● PS 1: About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	All of these aspects are covered in lessons within the Puzzles

	PS 2: How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	- Healthy Me - Relationships
Basic first aid	- BFA 1: How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. - BFA 2: Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.	All of these aspects are covered in lessons within the Puzzles Healthy Me
Developing Bodies	- DB 1: About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. - DB 2: The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. - DB 3: The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.	All of these aspects are covered in lessons within the Puzzles Changing Me