



GREENWOOD
ACADEMIES TRUST

KINGSWOOD PRIMARY ACADEMY

PSHE /RSE Policy

Reviewed: September 2025

Next review: September 2026



PSHE (Personal, Social, Health Education) Policy

(including Relationships and Health Education statutory from September 2020, and our position on Sex Education)

This policy is developed in line with the expectations of the DfE Statutory Guidance for RSE (Sept 2025)

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 Kingswood Primary Academy, 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 intended outcomes of the programme of study are that pupils will:

- Know and understand, how as individuals our bodies change as we get older.
- Understand that they have the right to be safe.
- Understand that they have a responsibility to be a responsible, valued member of the academy.
- Develop the skills needed to lead a healthy lifestyle.
- Develop the attributes of positive relationships.

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.

Statutory Relationships and Health Education

"The duties on schools in this area are set out in legislation. 1 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.2

Here, at Kingswood Primary Academy 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?

Curriculum Design; Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The curriculum at Kingswood Primary Academy will consider the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online inappropriately.

The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding

Spring 1:	Dreams and Goals	Includes goal setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Kingswood Primary Academy we allocate at least 1 hour to PSHE each week 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 and collective worship, 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.

Staff deliver the weekly lessons to their own classes.

Relationships Education

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

Families and people who care for me Curriculum content:

- 1. That families are important for children growing up safe and happy because they can provide love, security and stability.*
- 2. 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.*
- 3. 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.*
- 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.*
- 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.*
- 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.*

Caring friendships Curriculum content:

- 1. How important friendships are in making us feel happy and secure, and how people choose and make friends.*
- 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.*

3. *That not every child will have the friends they would always like, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.*
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. *That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.*
6. *How to manage conflict, and that resorting to violence is never right.*
7. *How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.*

Respectful, kind relationships Curriculum content:

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.*
2. *The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.*
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.*
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.*
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.*
6. *Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.*
7. *The conventions of courtesy and manners.*
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.*
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.*
10. *What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.*
11. *How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.*

Online safety and awareness Curriculum content:

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 anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.*
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.*
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.*

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.*
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.*
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.*

Being Safe Curriculum content:

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.*
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.*
3. *That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.*
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.*
5. *How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.*
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.*
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.*

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?

General wellbeing Curriculum content:

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.*
2. *The importance of promoting general wellbeing and physical health.*
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.

4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.

5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

6. That isolation and loneliness can affect children, and the benefits of seeking support.

7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.

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.

9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

10. That it is common to experience mental health problems, and early support can help.

Wellbeing online Curriculum content:

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.

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.

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.

4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.

5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.

6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.

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.

8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.

9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.

10. That they have rights in relation to sharing personal data, privacy and consent. 11. Where and how to report concerns and get support with issues online.

Physical health and fitness Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.

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.

3. The risks associated with an inactive lifestyle, including obesity.

4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).

2. Understanding the importance of a healthy relationship with food.

3. *The principles of planning and preparing a range of healthy meals.*
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).*

Drugs, alcohol, tobacco and vaping Curriculum content:

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.

Health protection and prevention Curriculum content:

1. *How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.*
2. *About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.*
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.*
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 checkups at the dentist.*
5. *About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.*
6. *The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.*

Personal safety Curriculum content:

1. *About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.*
2. *How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.*

Basic first aid Curriculum content:

1. *How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.*
2. *Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.*

Developing bodies Curriculum content:

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.*
2. *The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all these parts of the body are private and have skills to understand and express their own boundaries around these body parts.*
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.*

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

What does the DfE statutory guidance on Sex Education for primary schools?

Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.

Primary schools should consult parents about the content of anything that will be taught within sex education. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.

At Kingswood Primary Academy, we believe children should understand the facts about human reproduction before they leave primary school and so this is taught through both our PSHE and Science curriculum. We define Sex Education as, understanding human reproduction. We intend to teach Sex Education through both, PSHE and Science sessions.

At Kingswood Primary Academy, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

At Kingswood Primary we believe that Parents should be fully informed about what we teach in this area. For that reason, in the summer term, we offer sessions for parents to come and see all or plans and resources ahead of when they are being taught. We are of course, happy to discuss the content of the curriculum and invite you to contact our Head of Academy if you wish to discuss this further.

Training

Staff are to be trained on the delivery of PSHE & RSE, following the comprehensive Jigsaw scheme. The Academy will also invite visitors from outside the school, such as school nurses, community safety team and other professionals to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people.

Monitoring and Review

Kingswood Primary Academy monitor this policy on an annual basis. The staff reports its findings and recommendations to the Senior Leadership Team, as necessary, if the policy needs modification. The Senior Leadership Team gives serious consideration to any comments from parents about the PSHE (RSHE) programme and makes a record of all such comments. Senior Leaders scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Assessment

There are many reasons why it is important that learning in PSHE education is assessed, including:

- Pupils need opportunities to reflect on their learning and its implications for their lives.
- Teachers need to know that learning has taken place, be able to demonstrate progress and identify future learning needs.
- Assessment increases pupils' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning.
- Assessment allows the leadership team, parents, governors and school inspectors to see PSHE education's impact on pupils and whole school outcomes, such as Ofsted judgements on personal development, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values.

Teaching about the Law

There will be a range of opinions regarding some topics within RSE. The starting principle will be that the applicable law will be taught in a factual way so that pupils are clear about their rights and responsibilities as citizens.

Equality

This policy will inform the school's Equalities Plan.

Schools are required to comply with relevant requirements of the Equality Act 2010, including the public sector equality duty (PSED) (s.149), when teaching RSHE.

Pupils should understand the importance of equality and respect and learn about the law relating to the protected characteristics by the end of their secondary education. Pupils should understand the importance of equality and respect throughout their education. They should learn about all protected characteristics, including sexual orientation and gender reassignment, by the end of their secondary education.

At Kingswood Primary Academy we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education. We encourage young people to consider how to express their views while remaining respectful of the opinions of others. Bullying or disrespectful language or behaviour is never appropriate.

Children with Special Educational Needs or Disabilities (SEND)

Teaching at Kingswood Primary is developed to ensure these subjects are accessible for pupils with SEND and prepare pupils for adulthood, as set out in the SEND code of practice: 0 to 25 years.

We are aware that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. RSHE can be particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities.

Addressing sexual harassment and sexual violence

The DFE states that relationships education has an important role in supporting young people to develop the skills they need to build healthy relationships and grow into kind and respectful adults. From early primary, schools can support young children to develop skills for positive relationships, including skills for navigating boundaries with kindness and respect. Schools can support young children to behave with respect and to understand and identify prejudice.

Preventing sexual violence and Pupils should have opportunities to develop positive conceptions of masculinity and femininity, including how to identify and learn from positive male role models. It is important for pupils to understand that most boys and young men are respectful to girls and young women and each other. P abusive behaviour starts from this support for children in primary.

It is important for pupils to understand that ethical behaviour in friendships and other relationships goes beyond respecting boundaries and consent, and that strong relationships of all types involve kindness and care.

Safeguarding

Discussions about sensitive topics in RSHE can lead to increased safeguarding reports. All staff should know what to do if they have concerns that a pupil is being neglected or abused, including those who have seen, heard or experienced the effects of domestic abuse.¹⁵ The Department publishes statutory safeguarding guidance Keeping children safe in education (KCSIE); this guidance provides a strong safeguarding framework and is clear on the actions a school or college should take if there are any concerns about a child or young person's wellbeing and/or safety.

We recognise that pupils may ask questions about topics which go beyond any sex education covered by the school or relate to sex education from which they have been withdrawn. The child asking the question will be treated with the upmost respect, supporting the child in partnership with parents will be the school's focus. This may include asking a pupil to speak to their parents or a trusted adult, signposting to support services where needed, and recognising that children whose questions go unanswered might instead turn to inappropriate sources of information, including online.

Policy Review

This policy is reviewed annually.

Jigsaw PSHE documents needed to explain this policy:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)
- Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?



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:

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (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). • 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>All these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World

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

Online relationships	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. 	<p>All these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference
Being safe	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. 	<p>All these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • 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
Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). 	<p>All these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference

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

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