



Pembroke Hall School

**inspired**



Inspired Education Group UK

# PSHEE and RSE Policy

**Last review date: July 2024**

**Next review date: July 2025**



## Vision

Pembridge Hall places our girls at the heart of everything. By combining traditional values with an innovative education, girls are prepared for life in an ever-evolving world through an ambitious and aspirational prep school experience. Placing emphasis on each girl as an individual, we recognise that happiness, a love of learning and emotional well-being are intrinsic to academic performance. Pembridge Hall girls are nurtured, challenged and empowered to succeed. At Pembridge Hall we aim for all Pembridge girls to:

## Aims & Values

**BE INDIVIDUAL** - Pembridge girls are encouraged to strive to achieve their personal best whilst developing their unique character. They are seen as individuals and their interests and talents are nurtured. The girls are encouraged to be articulate and confident, whilst understanding the importance of humility.

**BE KIND** - Pembridge girls develop the skills to work collaboratively with one another, using their emotional intelligence and a toolkit of strategies to support both themselves and others. The girls are encouraged to develop a sense of self-understanding and empathy for others.

**BE CURIOUS** - Pembridge girls are stimulated to be intellectually curious, ask questions, and develop a love of learning. They are given a breadth of experience and are encouraged to aim high in all they do.

**BE ASPIRATIONAL** - Pembridge girls are taught to understand the importance of making mistakes and are encouraged to step out of their comfort zone in their learning. A progressive curriculum embeds a culture of striving for excellence and families are supported to be aspirational in their senior school choices.

**BE RESILIENT** - girls are given numerous opportunities to reflect on their learning and develop strategies to manage their wellbeing. Girls develop a growth mindset, enjoy challenge and take risks.

**BE RESPONSIBLE** - Pembridge girls gain an appreciation of wider society and the diversity of nationalities, faiths, beliefs and languages represented by Pembridge Hall families. Girls develop a sense of responsibility to help others, through charitable work and community outreach.

## Definition

Personal, Social, Health and Economic Education (PSHEE) including Relationship and Sex Education (RSE) and Health Education (including alcohol, tobacco and volatile substance abuse) is a planned programme of learning opportunities, and experiences, that help children and young people grow and develop; both as individuals and as members of families and of social and economic communities.



Personal wellbeing draws together personal, social and health education, including sex education, the social and emotional aspects of learning, while economic wellbeing draws together economic understanding, careers education, enterprise, financial capability and work-related learning. (PSHE Association 2009)

## **Aims and Objectives**

Our PSHEE programme encourages girls to:

- Develop the confidence and responsibility to make the most of their abilities
- Develop self-awareness, self-esteem, self-confidence, self-discipline and resilience
- Develop good relationships with peers, teachers and people in the wider community
- Recognise personal achievements in all areas of the curriculum
- Develop independence and recognise their own worth
- Learn to respect differences in others and to share in similarities
- Recognise they are part of, and play an active role within, a community
- Learn how to make safe choices
- Maintain a mentally and physically healthy, balanced, lifestyle
- Develop 'mindfulness' skills and a 'growth mindset' attitude to both school and home life
- Understand concepts of economic and personal finance
- Consider, and make decisions about, dilemmas they may face - both now and in the future
- Find out where, and when, to seek advice and support
- Prepare for the physical and emotional changes that will occur as they grow up

Through our PSHEE programme, we aim to provide girls with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. PSHEE, Citizenship and PSED Education promote democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. These values are embedded within our planning, teaching and extracurricular activities.

At Pembroke Hall, RSE is taught within the PSHEE curriculum. In providing girls with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

Our RSE programme aims to:

- Provide a consistent standard of relations, sex and health education across the school
- Help pupils develop feelings of self-respect, confidence and empathy
- Promote responsible behaviour
- Create a positive culture of communication around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Give pupils an understanding of reproduction and sexual development



- Ensure that all pupils, by the time they reach secondary school age, are well equipped and on an equal footing, to deal with the secondary RSHE curriculum
- To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk
- Combat exploitation

These aims complement those of the Science curriculum in KS1 and KS2.

### Related Guidance

Our PSHE policy is informed by existing DfE guidance:

- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk) (statutory guidance)
- [Respectful School Communities Self-Review and Signposting Tool \(educateagainsthate.com\)](http://educateagainsthate.com) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour in schools guidance \(publishing.service.gov.uk\)](http://publishing.service.gov.uk) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act Advice Final.pdf \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Mental health and behaviour in schools \(publishing.service.gov.uk\)](http://publishing.service.gov.uk) (advice for schools)
- [Preventing and tackling bullying \(publishing.service.gov.uk\)](http://publishing.service.gov.uk) (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))

### Roles and responsibilities

Inspired Education Group Governors have overall responsibility for the PSHEE and RSE policy. The PSHEE programme will be led by the PSHEE Coordinator, who will:

- Ensure PSHEE is taught consistently across the school
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitor this policy on a regular basis and report to governors on the effectiveness of the policy

All staff are responsible for:

- Delivering PSHEE and RSE in a sensitive way
- Modelling positive attitudes to PSHEE and RSE
- Responding to the needs of individual pupils
- Monitoring progress



Pupils are expected to engage fully in PSHEE and RSE and always treat others with respect and sensitivity.

Pembroke Hall is well aware that the primary role in children's PSHEE and RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Will carry out our statutory duty to consult with parents and governors on the contents of this policy
- Inform parents about the school's PSHEE and RSE policy and practice
- Answer any questions that parents may have about the PSHEE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for PSHEE and RSE in the school
- Acknowledge parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education

### **RSE Statutory Requirements**

This policy has been written in accordance with the statutory guidance document 'Relationships and Sex Education (RSE) and Health Education' (DfE, 2019).

The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the Science National Curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHEE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

*"It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement..."*

*"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born."*



As such, PSHEE and RSE curriculum content will be review annually taking into account the emotional maturity of each cohort. Full Government guidance here: [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/404222/Relationships_Education_Guidance.pdf)

### Non-Statutory Sex Education

As part of statutory Health Education, children are taught in an age-appropriate way about puberty and the associated physical and emotional changes from Year 4 onwards. As part of the Science curriculum, children learn in Year 2 that animals, including humans, have offspring which grow into adults. In Year 5, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

Alongside this, children in Year 4 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject which also focus on emotional changes and menstruation in Year 4. These lessons form part of the statutory requirements for Health Education.

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. We are not teaching human reproduction and conception, although, this is reviewed annually depending on the physical, and emotional, maturity of pupils.

### Teaching and Learning: JIGSAW Curriculum

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 pupils needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and, therefore Pembroke Hall, meets the statutory Relationships and Health Education requirements – available on Firefly for parents.

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

### Overview

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

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

### Relationship Education

Relationships Education will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'. See Appendix 1.

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

Health Education 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'. See Appendix 2.

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.



The provision of PSHEE, Citizenship and PSED shares interdependent aims with other subjects in the curriculum i.e., English, Geography, Maths and History. There are many other areas where PSHEE is covered outside of the dedicated lesson time:

- Assemblies: aspects of PSHEE will be covered in assemblies.
- Leadership roles for children: we recognise the importance of leadership roles for children within the school environment promoting responsibility, belonging and ownership within the school community. Designated roles will be encouraged in individual classes. Across the school leadership roles extend into, but are not exclusive to, School Council representative; Green Girl representative; Head/Deputy House Captain and Head/Deputy Girl.
- School Council: the School Council is an important forum for children to express views and opinions about life at Pembroke Hall.
- Awards: Golden Apples and Head's Awards are given out weekly. Many other awards and certificates for specific subjects are awarded across the academic year.
- Wellbeing: the Wellbeing Lead shares resources with staff and parents to promote the wellbeing of all.
- Charity Work: we support many local and international charities yearly, often chosen by the girls.
- Links with the community: children take part in local visits to promote responsibility and knowledge about our community and local history. Food donations collected at Harvest Festival are distributed to the needy in our local community through St. Matthew's Church.

### **Delivery of PSHEE (including RSE)**

Our PSHEE programme will be delivered in an age appropriate and sensitive manner by class teachers. We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask, or have to answer, any personal questions
- We use correct anatomical language when we have learnt it

Delivery methods will be adjusted should the need for remote learning continue.

### **Dealing with sensitive issues and difficult questions**





Pupils' questions will be dealt with honestly and sensitively and in an age-appropriate way. A question box will also be available for pupils to ask anonymous questions.

If staff are faced with a question that they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact parents/carers to give context to conversations that have been held in class.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

Since PSHEE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including playtimes. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

### **Parents' right to withdraw**

As previously stated, our RSE curriculum consists only of statutory elements. Consequently, parents do not have the right to withdraw their daughter from statutory relationships education, health education or the science curriculum.

### **Special Educational Needs**

Pupils with Special Educational Needs will be given the opportunity to fully participate in PSHEE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

### **Diversity**

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's Diversity and Equal Opportunities. All PSHEE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

The personal beliefs and attitudes of staff delivering PSHEE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use PSHEE as a means of promoting any form of sexual orientation.



## Protected Characteristics

The Equality Act 2010 aims to prevent discrimination. It is illegal to discriminate against people based on nine protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race including colour, nationality, ethnic or national origin
- Religion or belief
- Sex: refers to a person's gender
- Sexual orientation

No form of discrimination is tolerated at Pembridge Hall, but it particularly important that children are taught about these protected characteristic groups and the importance of showing respect to people within these groups.

We address this in a number of ways, such as through our assemblies and Form Times. We ensure our wider curriculum is planned, and delivered, in order that children learn and have awareness about these protected characteristics (in an age-appropriate manner).

## Monitoring and Review

Pupils' development in PSHEE is monitored by class teachers as part of our internal assessment systems. Regular feedback is provided on pupils' progress and assessment may include: peer and self-assessment and half termly assessment. Girls will have opportunities to review and reflect on their learning during lessons. Additionally, pupil voice will be influential in adapting and amending planned learning activities.

Pupils' personal development is reported to parents every half term – via written reports or Parent Consultation evenings (with the exception of Summer Term 1).

Monitoring of the standards of children's work and of the quality of teaching in PSHEE, Citizenship and PSED is the responsibility of the PSHEE Coordinator. The work of the PSHEE Coordinator also involves supporting colleagues in the teaching of PSHEE, being informed about current developments in the subject and providing a strategic direction for the subject at Pembridge Hall.

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### **Linked Policies**

- Behaviour, Discipline and Exclusion Policy
- Safeguarding Policy
- Anti-bullying Policy
- Equal Opportunities and Diversity Policy

Please see below a useful document produced by the government, which provides answers to frequently asked questions around RSE and Health Education:

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>



### Appendix 1: 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:

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



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



	<p>bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <ul style="list-style-type: none"> <li>• R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• R19 the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>	
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• R20 that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• R21 that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• R24 how information and data is shared and used online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• R26 about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• R31 how to report concerns or abuse, and the</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>



	vocabulary and confidence needed to do so. <ul style="list-style-type: none"> <li>• R32 where to get advice e.g. family, school and/or other sources.</li> </ul>	
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**Appendix 2 - 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:

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



	<p>often lasting impact on mental well-being.</p> <ul style="list-style-type: none"> <li>• H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).</li> <li>• H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>	
<p><b>Internet safety and harms</b></p>	<ul style="list-style-type: none"> <li>• H11 that for most people the internet is an integral part of life and has many benefits.</li> <li>• H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• H14 why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• H17 where and how to report concerns</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy Me</li> </ul>





	and get support with issues online.	
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• H18 the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• H20 the risks associated with an inactive lifestyle (including obesity).</li> <li>• H21 how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• H22 what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• H23 the principles of planning and preparing a range of healthy meals.</li> <li>• H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>• H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• H30 about personal hygiene and</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>



	<p>germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <ul style="list-style-type: none"><li>• H31 the facts and science relating to immunisation and vaccination</li></ul>	
<b>Basic first aid</b>	<ul style="list-style-type: none"><li>• H32 how to make a clear and efficient call to emergency services if necessary.</li><li>• H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li></ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"><li>• Healthy Me</li></ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"><li>• H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li><li>• H35 about menstrual wellbeing including the key facts about the menstrual cycle.</li></ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"><li>• Changing Me</li><li>• Healthy Me</li></ul>