PSHE and RSE Policy 2022-2023

Policy context and rationale

Daneshill aims to take a whole school thematic approach to its provision of PSHE so that different year groups can work on similar themes at the same time throughout the year. This allows for greater cross-phase collaboration, enables a link between the PSHE curriculum and school assemblies, and helps build a spiral programme of learning which facilitates progress for every child year on year.

- This policy was produced by Jane Pursell, Becky Gibson-James and Angus McDonald through consultation with the SLT, teachers, pupils and parents.
- Consultation took the form of parent tea parties at the beginning of the academic year, follow up email to parents and pupil discussions/questionnaire. Pupils have been involved in the creation of this policy through an annomomous questionnaire and discussions and feed back in PSHE lessons as well as from school council meetings.

Policy availability

- Parent/Career will be informed about the policy through an email and option to discuss any areas with the form tutor or SLT. The policy is available through the online parent portal/school website.
- If you require this policy in a written/printed format please contact the office.

Policy aims and objectives
Our school's ethos/overarching aims and objectives for our pupils are:
- to provide a secure, happy and stimulating environment where children and staff work together in an atmosphere of trust, respect and kindness, and where children can learn to be tolerant, courteous and caring;
- to make learning enjoyable by offering a broad curriculum that provides as many exciting opportunities as possible for our children to try out new things and find where their talents and potential lie;
- to teach and foster self-esteem for every pupil, the development of good working habits, an enquiring mind and a self-discipline that openly demonstrates kindness to others;
- to encourage children to take pride in their work and come to see the great benefits to be found in working hard, playing fair and setting high aspirations for themselves, but not to the detriment of their peers.

- This policy is informed by our school's ethos :

Daneshill is characterised by the quality of relationships, a strong sense of mutual support and kindness. There is a centrally held ambition for the happy and adventurous learning of the pupils.
In summary:
Ethos
• Generosity of spirit
• Good discipline without fear
• Delight in diversity
• High personal effort
• Adventure
The School promotes equality of opportunity regardless of gender, race or ability.

This policy fulfils our school ethos of by the PSHE policy and curriculum evolving in order to better incorporate the school's Code of Conduct, the findings of an internal review into the school's pre-existing PSHE provision and practice; the school's duty to facilitate each child's SMSC development; and the promotion of British Values.

Spiritual, Moral, Social and Cultural Development of Pupils and the Promotion of British Values

Our SMSC provision – in conjunction with our promotion of British Values - is built into our school aims and ethos, code of conduct, tutor system, assemblies, PSHE curriculum and departmental schemes of work. Each department has written a section in its handbook, outlining their contribution to the SMSC development of our pupils. Below is just a selection of specific examples:

- Our code of conduct encapsulates the most fundamental British values. We are fair and moral in our application of our rewards and sanctions systems.
- We encourage a student voice and, therefore a sense of responsibility and democracy, through our school council.
- We actively promote British values such as democracy, e.g. electing school council representatives for each year group.
- Our assembly rota includes a celebration assembly where children are expected to support and appreciate one another. We also take time to celebrate British culture by recognising Patron Saints' Days or Scottish Dancing, for example.
- We take part in regular charity events. Each house has chosen one charity to represent, organising various events in order to raise money and awareness for their particular cause.
- Since 2015 the PSHE scheme has been more focused on British institutions and values (as well as e-safety, economic education, child protection and awareness of discrimination and prejudice).
- Our house system and team sports provide positive community experiences where pupils can work co-operatively.
- Our Year 8 pupils spend their morning breaks acting as Teaching Assistants in the pre-prep or helping with break duty. Years 7&8 help to supervise wet break duty and act as librarians.

- Public speaking competitions which debate issues of social and cultural interest, e.g. how are science and sport linked (subject in the spotlight) or the greatest historical character (History day), or more recently, the great school debate between science and religion.
- Giving pupils maximum opportunity to express themselves and find their talents through our broad curriculum, ALS scheme and external trips and activities.
- Through charity or awareness driven assemblies, we make the children aware of the cultural diversity of the world to compensate for the lack of cultural diversity they see in their everyday lives. The performing arts also play a significant role in this regard.

Creating a safe and supportive learning environment

- We will create a safe and supportive learning environment by having clear and simple ground rules for a confidentiality policy that is understood by both pupils and adults in the school.
- Pupils collaborate to produce a class charter for their PSHE lessons, this is referred to during their lessons. PSHE education at Daneshill addresses both pupils' direct experience and preparation for their future.
- It is therefore important to provide a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age- and stage-appropriate contexts. PSHE education should reflect the universal needs shared by all pupils as well as the specific needs of the pupils in a particular class or year group.
- We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by a dedicated and supportive pastoral team.

This policy is informed by the school's safeguarding/child protection policy which can be found on the parent portal.

Entitlement and equality of opportunity

- We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance by celebrating the successes of each and every child, providing a broad curriculum and opportunities which go beyond the class room.
- At its heart, Daneshill is a 'family school'. We seek to support and promote family values through our priorities, practices and the implementation of our policies at school. We are passionately interested in every child's journey and actively encourage a collaborative, pragmatic and friendly school environment.
- The School promotes attitudes of mutual respect and responsibility. Daneshill's religious affiliation is to the teaching of the Church of England.
- Teaching will take into account the age, ability, readiness, and cultural backgrounds of children (and those with English as a second language) to ensure that all can fully access PSHE education provision.
- We promote diversity and inclusion will consider all pupils' needs by supporting them throughout their time at Daneshill and forging strong relationships between home and school. We expect our pupils to consider others' needs by following the school Code of Conduct which is at the heart of the school ethos.
- We will use PSHE education as a way to address diversity issues and to ensure equality for all by providing a broad and balanced curriculum.
- We recognise the right for all pupils to have access to PSHE education learning which meets their needs.

- We will ensure that pupils with SEND receive access to PSHE through liaising with parents and carers, the LS department and form tutor to ensure that all aspects of the course can be accessed.
- We will not exclude access to PSHE for any pupil and will differentiate and adapt course material when appropriate.

Intended outcomes

The intended learning outcomes of our programme is to provide pupils with:

- accurate, balanced and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy.
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives in their future.

Learning and teaching

Our PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

We feel that PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

PSHE education helps to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve. The PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing.

Principles and methodology

We have included 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, and EC publishing as our chosen teaching and learning programme and tailor it to our 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.

- The programme will be taught through a range of teaching methods, including mindmaps, storyboards, discussion, circle time, roleplays and videos/media.
- We will ensure that sessions, including those on risky behaviors, remain positive in tone by remaining professional and factual.
- We will help pupils make connections between their learning and 'real life' behaviours by sharing the objectives/aims of the lesson or topic.
- We will make links to other areas of the curriculum by working closely with subject teachers and departments.
- SEND children should feel they can access the material and all measures should be taken to ensure the methodology fits the individual needs of each child.

Planning

Jigsaw (N-Year 6) covers all areas of PSHE for the primary phase including statutory Relationships and Health Education.
EC Publishing (Year 7 and 8) covers all areas of the KS3 (up to year 8) content alongside resources and guidance from the PSHE association.

The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school, from N-Year 6; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Michaelmas 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.
Michaelmas 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

Years 7-8 (KS3)

Term	Year 7	Year 8
Michaelmas 1	Living in the Wider World	Sex, Relationships and Conflict
Michaelmas 2	Living in the Wider world	Prejudice, values, Extremism and Cults
Spring 1	Relationships Identity and Safety	Careers and Finance
Spring 2		My Goals, Behaviour and Emotions
Summer 1	Healthy Living and Responsible health Choices	Looking after our health
Summer 2	Puberty, Emotional Health and Wellbeing	Discrimination, Prejudice and Challenges

- At Daneshill School we allocate 1 hour to PSHE each week (two 30-minute slots every week for each tutor group) in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. These explicit lessons are reinforced and enhanced in many ways:
-Assemblies and collective worship,
- praise and reward system,
-Learning Charter,
-Through relationships; child to child, adult to child and adult to adult across the school.

Our PSHE education provision is mapped and planned effectively to ensure that the topics are built upon in a spiral programme of learning which facilitates progress for every child year on year. Our provision is further enriched by outside visitors (such as NSPCC), year group assemblies, celebration assemblies and the headmasters assembly.

Relationships Education

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

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

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education. It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

At key stage 3 (years 7-8), students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to the senior part of the school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media. The themes do not necessarily match the Jigsaw program, however, will be building upon their prior knowledge from EYFS, KS1 and KS2.

Health Education

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

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

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

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

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

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, 'Sex Education is not compulsory in primary schools'. (p. 23). Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science . At Daneshill School, we believe children should understand the facts about human reproduction before they leave primary school so we define Sex Education as the understanding Human Reproduction within the context of life cycles and human reproduction. We therefore intend to teach this *within Science lessons.*

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p. 17

At Daneshill School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit), and we conclude

from the DFE Guidance that sex education refers to Human Reproduction. In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum as we believe this is most appropriate for our children.

Therefore, the parent right to withdraw their child is not applicable. We are of course happy to discuss the content of the curriculum and invite you to contact
a.mcdonald@daneshillprepschool.com

Monitoring and Review

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.

Assessment

- There are a number of reasons why it is important that learning in PSHE education is assessed. It is important for pupils to have opportunities to reflect on their learning, assessment also increases pupils' motivation and improves learning as their raised awareness of their development illustrates the value of their learning. It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs. It also allows the leadership team, parents, governors and school inspectors to see the impact that PSHE education is having for pupils and for whole school outcomes, such as ISI judgements on personal development, behaviour and welfare, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values. Without assessing your PSHE education, all you can do is describe your provision; you cannot show its impact.
- The essential skills and attributes identified in the programme of study are arguably the hardest aspect of learning to assess. It is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process. Assessing learning in PSHE education must therefore use a combination of teacher assessment and pupil self- and peer assessment.
- It would be inappropriate for assessment in PSHE education to be about levels or grades, passing or failing. The model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s). So the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus. This gives us the following model for assessing any learning in PSHE education:

- We will aim to assess pupils' learning and progression through regular basline/diagnosic assessments (taken before a topic is started). During the course teachers and pupils will assess the progress that has been made by the individual pupil. Formative assessments will

be in the form of teacher feedback when appropriate.
- We will evidence pupils' learning and progression by recording work in a personal book, class 'floor book' or file. Other ways in which a teacher can assess their pupils work are through pupil presentations, producing resources and materials to teach younger pupils, leading a discussion or other learning activity with younger pupils, Producing a blog or podcast, keeping a journal, diary or log of times when they have demonstrated a particular skill or attribute during the week.

Teaching responsibilities and training

- The programme will be led by Jane Pursell, Becky Gibson -James and Angus McDonald
- It will be taught by form tutors.
- In EYFS, Personal Development is a key aspect of the framework and so PSHE is an intrinsic part of all activities. It is a constant key area and therefore not seen as a separate lesson/topic.
- In Pre-Prep (Years 1-2), PSHE is delivered by the form teacher in accordance with the scheme of work.
- In the Prep School (Years 3-8), PSHE topics can also be delivered via age group assemblies (Years 3-5 and 6-8).
- PSHE will be supported by the senior management team, teachers, support staff and visitors.
- Teachers responsible for teaching PSHE will receive training through INSET sessions, access to webinars and resources from the PSHE association as well as other online resources and CPD courses.
- We will use external contributors in the following circumstances; police (working in the community, keeping safe and substances), The Reverend Tara Healings (assemblies, faith, counselling), Charities and other local organisations. When using external speakers to deliver aspects of our PSHE programme we will ensure that the content is age appropriate, in line with our lesson objectives and meaningful for the pupils.
- For each of the three core themes of the programme of study, there are grids suggesting learning opportunities for each key stage. These learning opportunities provide the context through which we can develop the subject knowledge as well as the overarching concepts, essential skills and attributes set out above. The learning opportunities should be used flexibly, however, and form teachers should take account of pupils' development, readiness, needs, prior learning, experience and understanding, for example.
- Form teachers are encouraged to liaise with colleagues responsible for both PSHE provision and the delivery of other relevant subjects (such as science, computing, P.E, and Religious Education) in order to ensure best practice, collaboration and inter-disciplinarily.
- They should also take account of school policies and DfE guidance documents, including those relating to preventing and tackling bullying (including online bullying), sex & relationship education, safeguarding and equality.

Confidentiality and handling disclosures

The form tutor will develop a set of group rules before starting the topic/course. The ground rules should be consistently kept to and revisited throughout the lesson and should be clearly displayed in the classroom. Teachers should model good use of the ground rules and reinforce or renegotiate them as required. In order for ground rules to be effective they should be developed and agreed with the pupils themselves, rather than 'given' or imposed

by the teachers.

PSHE lessons cover a wide range of topics and can include talking about things that people have different feelings about and that it is important to ensure that everyone in the room feels able to participate.

Example ground rules - List 1 (shared agreement)
• We join in and ask questions if we want to
• We make sure that everybody feels listened to
• We make sure everybody feels ok – we don't put people down
• We use the correct vocabulary when possible, if we are unsure we ask the teacher
• We keep the conversation in the room
• We know we can ask for further help or advice if we want to

Responding to pupils' questions

- Pupils' questions will be answered by the form tutor when the time and content is appropriate. Teachers should seek advice if the topic is sensitive.
- We will allow pupils to raise anonymous questions by giving them the opportunity to pose relevant questions annonously (a question box etc).

If a safeguarding issue is raised by an anonymous question it will be discussed with the DSL.

Links to other school policies and areas of the curriculum; Children's behaviour and Exclusions Policy, Sex and Relationships Policy, Safeguarding and Child Protection Policy and Anti-Bullying Policy.

<u>Involving parents and carers</u>

- We are committed to working with parents and carers.
- We will offer support by liaising with parents/carers with the form tutor as and when is necessary. Tutors can communicate directly with the tutor via email or through the pupil message books. Parent and teacher meetings take place during the academic year and is an opportunity for parents/carers to meet with teachers.
- We will encourage discussion of topics at home by informing parents/carers about the topics that will be discussed during the term
- We will communicate to parents about their right to withdraw their children by electronic letter/email. If a parent wishes to withdraw their child we will first discuss concerns in person before the child is withdrawn.

<u>Review date: September 2023</u>

- This policy will be reviewed by Jane Pursell/Becky Gibson James and Angus McDonald.

Relationships Education in Primary schools (Appendix) – 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	• R1 that families are important for children growing up because they can give love, security and stability. • 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. • 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. • 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. • 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). • 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	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference • Being Me in My World

Caring friendships	• R7 how important friendships are in making us feel happy and secure, and how people choose and make friends • R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded • 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 • 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	All of these aspects are covered in lessons within the Puzzles • Being Me in My World • Celebrating DIfference • Relationships
Respectful relationships	• 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 • R13 practical steps they can take in a range of different contexts to improve or support respectful relationships • R14 the conventions of courtesy and manners • R15 the importance of self-respect and how this links to their own happiness • 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 • R17 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 • R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive	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

	• R19 the importance of permission-seeking and giving in relationships with friends, peers and adults	
Online relationships	• R20 that people sometimes behave differently online, including by pretending to be someone they are not. • 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. • R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • R24 how information and data is shared and used online.	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference
Being safe	• R25what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. • R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, • R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. • R32 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**
Mental wellbeing	• H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. • 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. • 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. • H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • 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. • H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • 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	All of these aspects are covered in lessons within the Puzzles • Healthy Me • Relationships • Changing Me • Celebrating Difference

	else's mental well-being or ability to control their emotions (including issues arising online). • 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.	
Internet safety and harms	• H11 that for most people the internet is an integral part of life and has many benefits. • 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. • 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. • H14 why social media, some computer games and online gaming, for example, are age restricted. • 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. • H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • H17 where and how to report concerns and get support with issues online.	All of these aspects are covered in lessons within the Puzzles • Relationships • Healthy Me
Physical health and fitness	• H18 the characteristics and mental and physical benefits of an active lifestyle. • 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.	All of these aspects are covered in lessons within the Puzzles • Healthy Me

	• H20 the risks associated with an inactive lifestyle (including obesity). • H21 how and when to seek support including which adults to speak to in school if they are worried about their health.	
Healthy eating	• H22 what constitutes a healthy diet (including understanding calories and other nutritional content). • H23 the principles of planning and preparing a range of healthy meals. • 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).	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Drugs, alcohol and tobacco	• H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Health and prevention	• H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • 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. • H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • H31 the facts and science relating to immunisation and vaccination	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Basic first aid	• H32 how to make a clear and efficient call to emergency services if necessary.	All of these aspects are covered in lessons within the Puzzles

	• H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.	• Healthy Me
Changing adolescent body	• H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • H35 about menstrual wellbeing including the key facts about the menstrual cycle.	All of these aspects are covered in lessons within the Puzzles • Changing Me • Healthy Me

End of Guidance Appendix

Year 7 Topic overviews for the Year

Term	Topic	Content overview
Michaelmas 1	Living in the Wider World	Aspirations The importance of self-esteem Wants and needs Prejudice and discrimination Keeping safe online- social media Ethical
Michaelmas 2	Living in the Wider world	Budgeting Expenditure Saving, loans and investments Financial products Financial transactions
Spring 1 and Spring 2	Relationships Identity and Safety	Maintaining genuine friendships Families and different long-term commitments Romance, love and feelings Bullying and banter Online bullying Keeping safe and positive relationships Being a British Citizen Online radicalisation
Summer 1	Healthy Living and Responsible health Choices	Healthy lifestyle Balance diet Eating healthily Consequences of a bad diet Energy drinks Healthy life Smoking Drugs
Summer 2	Puberty, Emotional Health and Wellbeing	Good mental health Emotional literacy Puberty Periods FGM

Year 8 Topic overviews for the Year

Term	Topic	Content overview
Michaelmas 1	Sex, Relationships and Conflict	Consent Contraception Dangers of pornography Sexting and image share danger STIs Male body image Domestic conflict
Michaelmas 2	Prejudice, values, Extremism and Cults	British values – tolerance Who are the radical groups? Where does extremism come from How do leaders attract converts? Extremism – Sharia law in the UK Preventing radicalisation and extremism Prejudice and discrimination – religion
Spring 1	Careers and Finance	Income and expenditure Tax and National Insurance Public money Budgeting and saving Careers skills and entrepreneurs Teamwork Communication skills
Spring 2	My Goals, Behaviour and Emotions	Self-confidence and goals Personal Development and target setting Managing my behaviour Self-awareness Mindfulness
Summer 1	Looking after our health	Vaping, nicotine and addiction Cancer awareness Personal safety and first aid Teenage pregnancy
Summer 2	Discrimination, Prejudice and Challenges	Disability Homophobia Teenagers Online groomers Environmental issues