



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

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George Fentham Endowed  
School

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February 2024

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The School's Aims are:

- To serve its pupils by providing an education of the highest quality within the context of Christian belief and practice
- To create a learning community where pupils are encouraged to learn in a creative, innovative and challenging way
- To provide a rich and varied curriculum that enables all pupils to acquire, develop and apply a broad range of knowledge, understanding and skills
- To create a positive school community where everyone is respected and valued
- To make learning fun
- To work with parents and the local community to strengthen the partnerships of learning

## 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.

## JIGSAW PSHE

At George Fentham Endowed School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. In our school we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE.

Through our whole school ethos and planned JIGSAW PSHE curriculum, we aim to equip pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of George Fentham school and the community. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. Pupils learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

The Jigsaw Programme offers a comprehensive, carefully planned scheme of work which brings consistency and progression to our children's learning in this vital curriculum area. Jigsaw PSHE supports the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community

- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Every Jigsaw lesson includes mindfulness practice. Mindfulness is being able to observe your own thoughts and feelings as they happen, in the present moment, applying no judgement. Jigsaw teaches children to understand their thoughts and feelings through the 'Calm Me' time exercises (using the Jigsaw Chime) and Pause Points (using Jigsaw Terrie Cat). This helps to develop their awareness, and their capacity to be mindful human beings. Learning is thus enhanced as emotions and behaviour are self-regulated.

JIGSAW PSHE 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.

### Organisation

- Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (puzzle) at the same time. This enables each puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.
- There are six puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six pieces (lessons).

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

<b>Term</b>	<b>Puzzle (Unit)</b>	<b>Content</b>
<b>Autumn 1:</b>	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

A more detailed overview of the puzzles across all year groups can be found in appendix 1.

- Each piece has two learning intentions: one is based on specific PSHE learning and one is based on emotional literacy and social skills development to enhance children's emotional and mental health.
- Each class has a dedicated JIGSAW session each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.
- These explicit lessons are reinforced and enhanced in many ways:

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

- Class teachers deliver the weekly lessons to their own classes.
- In Years 1-6, each child has a Jigsaw Journal to record their learning journey.
- Assessment - using their knowledge of the child's responses, actions and written work, class teachers assess against the puzzle outcomes and once the theme (Jigsaw piece) has been completed, come to a rounded conclusion as to whether the child has met the objectives listed on INSIGHT. The child will either be performing at GDS, EXS, WTS or Below.
- In line with the revised Statutory Framework for the Early Years Foundation Stage (EYFS) which came into force for September 2021, Jigsaw PSHE has revised all assessment tables for its EYFS plans to support practitioners in making judgements against the Early Learning Goals. How each session supports children towards the revised Development Matters statements is also reflected in the revised planning.

## Statutory Relationships and Health Education

From September 2020, the Department for Education made Relationships and Health Education compulsory subjects in all primary schools in England. Relationships Education consists of 32 outcomes that pupils should know by the end of primary school. Themes include families and people who care for me (including different family types), caring friendships, respectful relationships, online relationships and being safe. Health Education consists of 35 outcomes that pupils should know by the end of primary school. Themes include mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid and the changing adolescent body (puberty). A summary is provided in appendix 2.

The full statutory guidance is available using the following link

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

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

DfE Guidance p.8

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

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

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

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

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective

teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."

DfE Guidance p.8

The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education (appendix 3), shows exactly how Jigsaw and therefore our school, meets the new statutory Relationships and Health Education requirements.

## **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 way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education (appendix 2).

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

## **Health Education**

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

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

The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education (appendix 2).

It is important to explain that whilst the Healthy Me puzzle 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. Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

## **Sex Education**

As detailed above, the Jigsaw PSHE Programme has been updated and includes lessons on ALL aspects of statutory Relationships and Health Education, designed in a sensitive, spiral, age-appropriate curriculum. It also has a few lessons on human reproduction in Key Stage 2 to ensure children know the accurate facts concerning this before going to secondary school, and to ensure that children understand why the body changes in adolescence. We also view this work as an important part of safeguarding children as knowledge empowers them, helping them to stay safe and cope with puberty, understanding why their bodies will change.

Whilst sex education (which we define as 'human reproduction') delivered outside of compulsory Science lessons is not a statutory requirement, the Department for Education continues to recommend 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.....Meeting these objectives will require a graduated, age-appropriate programme of sex education." (p24)

We deliver the "Changing Me" Jigsaw unit in Summer 2. This is where the statutory puberty work is included plus non-statutory sex education (human reproduction). The table below summarises the "Changing Me" puzzle in Jigsaw with respect to what is taught and when, relating to puberty and human reproduction. The puberty work in Jigsaw fulfils the requirements that sit under the 'Changing Adolescent Body' (puberty) strand of statutory Health Education, and parents cannot withdraw their children from this. The content in red covers 'human reproduction' so parents can request that their children are withdrawn from these lessons.

PUBERTY AND HUMAN REPRODUCTION IN JIGSAW 3-11		
Foundation Stage	Growing up	How we have changed since we were babies.
Year 1	My changing body  Boys' and girls' bodies	Understanding that growing and changing is natural and happens to everybody at different rates.  Appreciating the parts of the body that make us different and using the correct names for them.
Year 2	The changing me  Boys and girls	Where am I on the journey from young to old, and what changes can I be proud of?  Differences between boys and girls - how do we feel about them? Which parts of me are private?
Year 3	Outside and inside body changes	How our bodies need to change so they can make babies when we grow up - outside/inside changes and how we feel about them.
Year 4	Having a baby  Girls and puberty	The choice to have a baby, the parts of men and women that make babies and - in simple terms - <b>how this happens.</b>  How a girl's body changes so that she can have a baby when she's an adult - including menstruation.
Years 5	Puberty for girls  Puberty for boys  Conception	Physical changes and feelings about them - importance of looking after yourself.  Developing understanding of changes for both sexes - reassurance and exploring feelings.  <b>Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life.</b>
Year 6	Puberty  Girl talk/boy talk  Conception to birth	Consolidating understanding of physical and emotional changes and how they affect us.  A chance to ask questions and reflect (single sex).  <b>The story of pregnancy and birth.</b>



The National Curriculum for Science (a statutory subject) includes learning the correct names for the main external body parts, learning about the human body as it grows from birth to old age and reproduction in some plants and animals (which includes humans). Human reproduction is covered in the Year 5 Science unit "Changes and Reproduction." At George Fentham, this has been carefully planned to be delivered alongside the Jigsaw lessons. This teaching approach enables pupils to learn Scientific content but then have opportunities to discuss the social and emotional aspects related to this. In line with statutory guidance, parents and carers do not have the right to withdraw their children from Relationships Education or Health Education. However, parents still have the right to withdraw their child from primary school lessons which address sex education ('human reproduction'), other than elements which are part of the National Curriculum for Science. Parents cannot withdraw their children from the Science National Curriculum.

As a school community, we are committed to informing and working with parents/carers to ensure that our pupils receive the appropriate knowledge and understanding in this important curriculum area. The Jigsaw PSHE lessons aim to give children their entitlement to information about relationships, puberty and human reproduction, appropriate to their ages and stages of development. This work is treated in a matter-of-fact and sensitive manner and helps children to cope with change, including puberty, and to learn about healthy relationships.

### **Parents' right to request their child be excused from Sex Education**

At George Fentham School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' puzzle. We conclude that sex education refers to human reproduction, and therefore inform parents of their right to request their child be withdrawn from the Jigsaw lessons that explicitly teach this. Parents are provided with written information prior to the puzzle being taught and are invited to contact the Class Teacher, PSHE subject leader or Head Teacher to discuss any concerns.

Any parents who wish to withdraw their children from Jigsaw human reproduction lessons (Years 4, 5 and 6) must do so in writing to Mrs Gaughan, Head Teacher.

### **Drug and Alcohol Education**

Definition of 'Drugs':

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes

- \* All illegal drugs

- \* All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- \* All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

The grid below shows specific Drug and Alcohol Education learning intentions for each year group in the 'Healthy Me' Puzzle. However, it is important to note that pupils develop a range of skills throughout all JIGSAW puzzles to help them make informed, safe and healthy decisions.

<b>Year Group</b>	<b>Piece Number and Name</b>	<b>Learning Intentions 'Pupils will be able to...'</b>
<b>Y1</b>	Piece 3 Clean and healthy	understand that all household products including medicines can be harmful if not used properly
	Piece 4 Medicine safety	understand that medicines can help me if I feel poorly and know how to use them safely
<b>Y2</b>	Piece 3 Medicine Safety	understand how medicines work in my body and how important it is to use them safely  feel positive about caring for my body and keeping it healthy
<b>Y3</b>	Piece 3 What Do I Know About Drugs?	tell you my knowledge and attitude towards drugs identify how I feel towards drugs
<b>Y4</b>	Piece 3 Smoking	understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke  can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
	Piece 4 Alcohol	understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol

y5	Piece 1 Smoking	can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart
	Piece 2 Alcohol	make an informed decision about whether or not I choose to smoke and know how to resist pressure know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart
y6	Piece 2 Drugs	make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure know about different types of drugs and their uses and their effects on the body particularly the liver and heart be motivated to find ways to be happy and cope with life's situations without using drugs

## Dealing with drug-related incidents

We follow the latest advice from the Government (Department for Education and ACPO Drug Advice for Schools, 2012), Solihull Local Safeguarding Children Board (LSCB) procedures, and the procedures detailed in our Child Protection and Safeguarding policies.

## Equality

In September 2020, Ofsted published guidance for schools on teaching the protected characteristics (age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race, religion/beliefs, sex, sexual orientation) in school, with the explanation that it is important that all children have an understanding of the world they are growing up in, having learned how to live alongside, and show respect for, a diverse range of people.

The Public Sector Equality Duty in section 149 of the Equality Act 2010 requires Ofsted to have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010

- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it

The education inspection framework (EIF) and the school inspection handbook explain that pupils' understanding of the protected characteristics and how equality and diversity are promoted form part of the evidence that inspectors use to evaluate the school's personal development of pupils. All schools should be able to demonstrate that no form of discrimination is tolerated and that pupils show respect for those who share the protected characteristics. The Jigsaw PSHE 3-11 teaching materials can help schools understand and promote these characteristics more fully and in a pupil-centred way. Our inclusive approach starts with children in Nursery and Reception (ages 3-5) and continues to develop through the age ranges.

Please see appendix 4 for a protected characteristics JIGSAW overview.

### **Confidentiality and Child Protection Issues**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If a member of staff believes that a child is at risk or in danger, these concerns are reported immediately to the Designated Safeguarding Lead (Mrs T Bailey) or Deputy Safeguarding Leads (Mrs J Gaughan and Mr S Bass) and the necessary procedures will be followed (see child protection policy).

### **Monitoring and Review**

The PSHE subject leader reviews this policy on an annual basis and consults with necessary members of the school learning community on any changes that need to be made.

The Curriculum Committee of the governing body monitors this policy on an annual basis.

Date of policy - February 2024



## Relationships Education in Primary schools (Appendix 2) – 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> <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>	<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>

<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>	
<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 bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <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> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> </ul>

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

## 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 often lasting impact on mental well-being.</li> <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> </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>



	<ul style="list-style-type: none"> <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>	
<b>Internet safety and harms</b>	<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 and get support with issues 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>• Healthy Me</li> </ul>
<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> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p>

	<ul style="list-style-type: none"> <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>	<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 germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• H31 the facts and science relating to immunisation and vaccination</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>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>

End of Guidance Appendix