



# **St Mildred's Primary Infant School**

## **PSHE Policy including RSE**

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**Reviewed : February 2026**

**Date agreed and ratified by Governing Body: March 2026**

**Date of next review: 1<sup>st</sup> September 2026 (to include statutory updates)**



## Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

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

## PSHE- Intent

At St Mildred's Infant 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. It is woven through our Personal Development Programme (Please see at the end of policy for overview) Our whole school Thrive approach, also supports the development of children's social, emotional and mental health through our relational ethos.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

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

This also supports the "Personal Development and Wellbeing" and "Behaviour and Attendance" aspects required under the new Ofsted Inspection Toolkit, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

## Statutory Relationships and Health Education

"The 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."

"This is why we have made Relationships Education compulsory in all primary schools in England as well as making Health Education compulsory in all state-funded schools."

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

Here, at St Mildred's Infant School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. The mapping document: Jigsaw 3-7 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements. As an infant school, we can provide education for 4-7 year olds, enabling children to move onto Junior School with a secure PSHE and Relationship and Health Education.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)

- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

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

## Implementation

### Whole-school approach

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                                                                                                                                    |
|------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <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                                                   |

At St Mildred's Infant School we allocate an isolated time of 30 minutes - KS1 and 20 minutes - EYFS to PSHE 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:

- Through enhanced provision in our classroom environments and everyday routines supported by the Thrive approach.

- 'Right time' Thrive sessions

- Assemblies, praise, rewards, school values, 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 classes.

### **Impact**

#### **Relationships Education**

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. As an infant school, we will provide education for children until the end of KS1 within the programme.

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 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.

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.

## **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.

In key stage 1 pupils learn to recognise similarities and differences between themselves and others, identify and share their feelings with each other, recognise safe and unsafe situations and identify and be able to talk to someone they trust. Pupils learn the correct terminology of the body parts within the Jigsaw PSHE lessons. This content is a compulsory part of teaching in all schools from September 2021.

## **Monitoring and Review**

The Quality of Education 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.

## **Equality**

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

At St Mildred's Infant School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

Jigsaw PSHE documents needed to explain this policy:

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

(See Appedix 1)

### **St. Mildred's Infant School - Personal Development Programme**

At St. Mildred's Primary Infant School we integrate personal development into all aspects of school life, focusing on creating kind and well-rounded individuals. A personal development programme at St. Mildred's is structured around key drivers and our **Core Values; HEART**

Personal development is explicitly taught through the **HEART** values, which are modelled daily by staff and pupils, which underpin all aspects of our school ethos and culture;

**Honesty:** Building trust and personal integrity. **Enjoyment:** Promoting a lifelong love of learning. **Achievement:** Celebrating both effort and success. **Respect:** Fostering tolerance and responsibility for others. **Teamwork:** Developing collaborative social skills.

| Character and Resilience                                                                                                                                                                                                                                                                                                                                                                                                                                        | Cultural Awareness and Diversity                                                                                                                                                                                                                                                                                                                                                                                                                                             | Physical and Mental Health and Well-being                                                                                                                                                                                                                                                                                                                                                                                | Independence, life skills and Safety                                                                                                                                                                                                                                                                                                                                                                                             | British Values and Community Spirit                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Objective:</b> Develop self-confidence/self-belief, perseverance, and positive attitudes toward learning and social interactions.                                                                                                                                                                                                                                                                                                                            | <b>Objective:</b> Equip children with knowledge of different cultures and promote mutual respect.                                                                                                                                                                                                                                                                                                                                                                            | <b>Objective:</b> Promote healthy lifestyles and teach strategies to manage emotions effectively.                                                                                                                                                                                                                                                                                                                        | <b>Objective:</b> Equip children with basic life skills, foster independence and being safe.                                                                                                                                                                                                                                                                                                                                     | <b>Objective:</b> Teach respect for democracy, rule of law, individual liberty, and tolerance of different beliefs.                                                                                                                                                                                                                                                                                                                                                             |
| <b>Actions:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Actions:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Actions:</b>                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Actions:</b>                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Actions:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>• Ensure our curriculum is challenging/ engaging and designed to promote curiosity and critical thinking.</li> <li>• Teach children to be learners; through "Learning Powers"—share characters/stories that teach children how to be effective learners. These powers encourage: concentration, Resilience, Keep improving, Don't give up!, Teamwork, Imagination and Curiosity. Through these child friendly</li> </ul> | <ul style="list-style-type: none"> <li>• Event/Yearly overview Calendar" highlighting festivals such as Eid, Hanukkah, and Chinese New Year - focus in house assemblies</li> <li>• Display a "World Map of Families" showing children's heritage to encourage discussions about diversity.</li> <li>• Choose and use texts/resources that are culturally diverse within our curriculum.</li> <li>• Hold house assemblies celebrating and learning about diversity</li> </ul> | <ul style="list-style-type: none"> <li>• THRIVE- approach (SEMH whole school)</li> <li>• Right time sessions- develop SEMH.</li> <li>• Daily check-ins using colour monsters.</li> <li>• Daily outdoor play sessions/MAGIC playtimes</li> <li>• Healthy eating lessons-linked to Jigsaw/PSHE</li> <li>• Emotional support through calm corners/areas</li> <li>• Forest School.</li> <li>• FRED assembly/work.</li> </ul> | <ul style="list-style-type: none"> <li>• Provide environments that promote independence and curiosity. (DREAM time and continuous provision)</li> <li>• Give responsibilities to children e.g. Playground Buddies that help at lunchtime play. Kindness ambassadors. Roles and jobs in the classroom.</li> <li>• Teach practical skills like: basic personal hygiene routines, looking after belongings, making dens.</li> </ul> | <ul style="list-style-type: none"> <li>• House assemblies on British values.</li> <li>• School council- children attend meetings and share with class, take views, vote etc.</li> <li>• Attend TELT events to collaborate and 'make a difference'</li> <li>• Host community visits, such as from local police officers or 'people who help us', to teach about roles in society.</li> <li>• Encourage charity work through initiatives like food bank donations or a</li> </ul> |



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| <p>methods; independence, critical thinkers and self-assessment are promoted.</p> <ul style="list-style-type: none"> <li>• Teach problem solving and adaptability.</li> <li>• Embed the school values through assemblies, and everyday opportunities and language.</li> <li>• Consistent behaviour and relationship policy, using restorative justice and underpinned by values.</li> <li>• Assemblies are based around our core values, British values, SMSC. Keeping safe, safer internet use, RSE/PSHE (Jigsaw) curriculum, growth mind-set, people who help us.</li> <li>• Celebration assembly every Friday including Superstars for individual children nominated by the teacher. (Showing school values/ Vision)</li> </ul> | <ul style="list-style-type: none"> <li>• Awareness days e.g. World Earth day/ World ocean day/Mental Health week.</li> <li>• Promote Black History Months- sharing positive change.</li> <li>• Address any stereotypes through discussion and voice.</li> <li>• Deliver engaging RE lessons and Understanding the World opportunities.</li> <li>• Celebrate our differences through circle times.</li> </ul> | <ul style="list-style-type: none"> <li>• A variety of sports available through PE and clubs.</li> <li>• Outside sporting achievements are celebrated in Friday assembly e.g. Dance, gymnastics, swimming, football, horse riding.</li> <li>• Sports Week</li> <li>• Pastoral support- Pastoral support offered as necessary. (FLO/Thrive practitioner/External support)</li> </ul> | <ul style="list-style-type: none"> <li>• Sports day- link with secondary school- have sports leaders.</li> <li>• Children learn how to be safe online- TAG (Tell a grown up)</li> <li>• Children learn to stay safe through NSPCC assemblies/stories; PANTS, stand up speak out.</li> <li>• Contextual safeguarding; assemblies on; RNLI being safe at the beach/ Stranger danger/Road safety/ Speaking out.</li> </ul> | <p>sponsored events e.g children in need.</p> <ul style="list-style-type: none"> <li>• Give opportunities for a democratic vote e.g. choice for class story.</li> <li>• Visits to the local shops/ through 'Experience led Passport.'</li> <li>• Enquiry curriculum link with visits and visitors- e.g. superheroes- local heroes to us/ Gallery etc.</li> <li>• Children participate in the community; choir at Bandstand, Wreath at the cemetery, Music at the summer fayre.</li> <li>• Fantastic Finishes!- Express events. Invite families/community into to share children's learning at the end of each topic.</li> </ul> |
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| <ul style="list-style-type: none"> <li>• Head of school award including name going in the golden book and sticker.</li> <li>• Golden tickets and Kind Hearts shared and celebrated.</li> </ul>                                                                                                                                                                     |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                   |
| <b>Evidence of impact</b>                                                                                                                                                                                                                                                                                                                                          | <b>Evidence of impact</b>                                                                                                                                                                                                                      | <b>Evidence of impact</b>                                                                                                                                                                                                    | <b>Evidence of impact</b>                                                                                                                                                                                                                                            | <b>Evidence of impact</b>                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>• Observations of children demonstrating determination during tasks.</li> <li>• Children are able to be self motivated to be effective learners.</li> <li>• Children are able to use words to express their feelings and how to resolve conflicts</li> <li>• Parental feedback about improved attitudes at home.</li> </ul> | <ul style="list-style-type: none"> <li>• Observations of children discussing cultures and traditions respectfully.</li> <li>• A variety of inclusive displays and activities recorded in lesson plans and visual across the school.</li> </ul> | <ul style="list-style-type: none"> <li>• Children are able to articulate how to look after themselves, sharing healthy options.</li> <li>• Children can talk about their emotions and use appropriate strategies.</li> </ul> | <ul style="list-style-type: none"> <li>• Children visibly taking initiative in DREAM time/Continuous provision</li> <li>• Children able to talk about how to stay safe on and off line.</li> <li>• Parent feedback noting increased independence at home.</li> </ul> | <ul style="list-style-type: none"> <li>• Photographs and feedback from children engaged in voting or charity events.</li> <li>• Improved understanding of rules and roles during community activities.</li> </ul> |

## Appedix 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: **Please note as an infant school we will be providing education for 4-7 year olds.**

|                                            | Pupils should know...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | How Jigsaw provides the solution                                                                                                                                                                                            |
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| <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</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> |

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|                                 | <p>extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</p> <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>                                                                          |  |
| <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> </ul> |  |

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|                             | <ul style="list-style-type: none"> <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 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:

|                         | Pupils should know                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | How Jigsaw provides the solution                                                                                                                                                                                  |
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| <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> |

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|                                    | <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>                                                                                         |

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|                                   | <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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                      |
| <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> |



Signed.....Date.....

**Chairman of Governors**

Signed.....Date.....

**Headteacher**

