

St Matthew Academy

RELATIONSHIPS AND SEX EDUCATION

Policy

St Matthew says '*let your light shine.*'

At St Matthew Academy we let our light shine by:

- **Growing our inclusive, caring Catholic community**
- **Nurturing faith**, discovering talents and cultivating ambition
- Transforming each other through integrity, courage and service

enabling everyone at St Matthew Academy to flourish.

Date of approval	Spring 2022
Date of review	Spring 2023

Our motto is 'Let your light shine'. It is taken from St Matthew's Gospel and captures our belief in the uniqueness of each individual and our aim is to support our young people in an inclusive, caring Catholic Community.

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In this policy the Governors, teachers, in partnership with pupils and their parents, set out their intentions about Relationships Education (primary) and Relationship and Sex Education (RSE) (Secondary). We set out our rationale for, approach to relationships and sex education at St Matthew Academy.

1. Review of the Policy

It was produced by the Deputy Headteacher responsible for RSE in consultation with pupils, parents, staff and the governors. The policy will be reviewed every 2 years by the Headteacher, PSHE Co-ordinators, the Governing Body and Staff. The next review date is May 2023.

2. Dissemination

The policy will be made available to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's website and a copy is available in the school office. Details of the content of the Relationship Education and RSE curriculum will be published on the school's website.

3. Defining Relationship and Sex Education

The DfE guidance states that "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"¹. It is about the development of the pupil's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. In primary schools the focus 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."² This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe. In Secondary schools RSE should "give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure)."³

¹ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 4

² Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 19

³ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 2

4. Statutory Curriculum Requirements

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. (There is also a separate requirement for maintained secondary schools to teach about HIV, AIDS and sexually transmitted infections. This does not apply to academies). All primary schools should teach Relationship Education.

However, the reasons for our inclusion of Relationships Education and RSE go further.

5. Rationale

‘I have come that you might have life and have it to the full’ (Jn.10.10)

We are involved in relationships education and relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church’s teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God’s gift, reflect God’s beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) Relationships Education and RSE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ’s vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All Relationships Education and RSE will be in accordance with the Church’s moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

6. Values and Virtues

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to God’s call to love others and with proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, chastity, integrity, prudence, mercy and compassion.

Aim of Relationship Education and RSE and the Mission Statement

Our Mission Statement commits us to the education of the whole child, we believe in the uniqueness of each individual and our aim is to support our young people in an inclusive, caring Catholic Community. We believe that Relationships Education and RSE is an integral part of this education. We aim to help pupils grow in knowledge and understanding, recognize the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves:

In partnership with parents, to provide children and young people with a “positive and prudent sexual education”⁴ which is compatible with their physical, cognitive, psychological, spiritual maturity, and rooted in a Catholic vision of education and the whole person.

7. Objectives

To develop the following **Attitudes and Virtues**:

- Reverence for the gift of human sexuality and fertility
- Respect for the dignity of every human being – in their own person and in the person of others;
- Joy in the goodness of the created world and their own bodily natures
- Responsibility for their own actions and a recognition of the impact of these on others
- Recognising and valuing their own sexual identity and that of others
- celebrating the gift of life-long, self-giving love
- Recognising the importance of marriage and family life
- Fidelity in relationships.

To develop the following: **Personal and Social Skills**:

- Making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments
- Loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying
- Managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity
- managing conflict positively, recognising the value of difference
- Cultivating humility, mercy and compassion, learning to forgive and be forgiven
- Developing self-esteem and confidence, demonstrating self-respect and empathy for others
- Building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately
- Being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely
- Assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- The Church's teaching on relationships and the nature and meaning of sexual love
- The Church's teaching on marriage and the importance of marriage and family life
- The centrality and importance of virtue in guiding human living and loving
- The physical and psychological changes that accompany puberty
- The facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation
- How to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception
- How to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

8. Outcomes

Inclusion and Differentiated Learning

We will ensure Relationships Education and RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. (In looking at these questions, it is important to draw links to the school's inclusion policy).

9. Equalities Education

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

10. Broad Content of Relationship Education and RSE

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school ethos; a cross-curricular dimension and a specific relationships education and relationships and sex education curriculum which will be covered as part of our discreet PSHE curriculum in both the primary and secondary phases.

In the Secondary Phase:

Our programme will cover three **Core Themes**:

Created and Loved by God

- This theme explores the individual

Created to Love Others

- This theme explores the individual's relationship with others

Created to Live in Community

- This theme explores the individual's relationship with the wider world

Within each theme there are the **Strands** of:

- Education in Virtue
- Religious Understanding
- RSHE Content

In **Theme 1 - Created and Loved by God**, the RSE and Health Education content topics are:

- Me, My Body and My Health
- Emotional Well-Being and Attitudes
- Life Cycles and Fertility

In **Theme 2 - Created to Love Others**, the RSE and Health Education content topics are:

- Personal Relationships
- Keeping Safe and People Who Can Help Me

In **Theme 3 - Created to Live in Community**, the RSE and Health Education content topics are:

- Living in the Wider World

Our secondary phase programme is based on the secondary Catholic Curriculum for stages EYFS to KS5. This has been produced by the Catholic Education Service and been recognised as a work of good practice by the Department of Education.

In the Primary Phase:

Our Relationship Education and Health Education programmes are based on the JIGSAW Mindful PSHE programme and TenTen when teaching Sex Education. The themes are outlined below.

TERM	UNIT (PUZZLE)	CONTENT
AUTUMN 1:	Being Me in My World	Includes understanding my own identify and how I fit well in the class, school and global community. Jigsaw whole-school learning charter established
AUTUMN 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
SPRING 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
SPRING 2:	Healthy Me	Includes drugs and alcohol education (Y4-Y6), 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 (e.g. online), conflict resolution and communication skills, bereavement and loss.
SUMMER 2:	Created and Loved by God (TenTen)	Understanding Life Cycles and changes to our body, including how a baby is made.

11. Programme/Resources

Appendices to this policy provide further information about the programmes we are following 'Life to the Full' produced by 'Ten Ten' in conjunction with the Catholic Education Service in the secondary phase and primary phase as well as using and adapting the programme 'JIGSAW' which is underpinned by our Catholic ethos. A variety of teaching strategies will be used to deliver the Relationship Education and RSE curriculum. In the secondary phase pupils learning will be assessed using questionnaires that are part of the 'Life to the Full' programme.

12. Parents and Carers

The Church recognises that parents are the first teachers of their children. It is their right and responsibility to inform and educate their children in matters relating to human relationships and sexual development. As a Catholic school we provide the principal means by which the Church assists parents and carers in educating their children and seek to work in partnership with them by following these principles:

Parents will be fully informed about the content and delivery of RSE on an annual basis

Parents will be provided with opportunities to view and discuss the content of any programme of Relationships Education and RSE along with any resources that are to be used; (*See appendix 1 secondary and appendix 2 primary*)

Parents/Carers will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning

Parents will be consulted whenever the school's Relationships Education and RSE policy is reviewed/updated; (***See appendix 1***)

Parents will be fully informed about their statutory right to request their child be withdrawn from Sex Education

Parents continue to have ***the right to withdraw*** their children from Sex Education except in those elements which are required by the National Curriculum science orders up to and until 3 terms before their 16th birthday (after this point if the child wishes to receive sex education, rather than be withdrawn the school will make arrangements to provide sex education during one of those terms⁵)

Should parents wish to withdraw their children they are asked to notify the school by writing to the Headteacher

It is expected that in the unlikely event that a parent wishes to exercise the right to withdraw their child, the school will discuss the request with the parents and if appropriate, with the child, to ensure that their concerns are understood and to clarify the nature and purpose of the curriculum, except for in exceptional circumstances this request will be respected up to and until 3 terms before the child turns 16 (see above). The Academy will document this process to ensure a record is kept

Our aim is that every parent and carer will have full confidence in the school's Relationship Education and RSE programme to meet their child's needs.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

13. Balanced Curriculum

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues.

Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE (in secondary schools/academies relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our schools.

⁵ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 4

promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

14. Responsibility for Teaching the Programme

Responsibility for the specific relationships and sex education programme lays with the Deputy Headteacher responsible for Personal Development and the co-ordinators for PSHE, Head of Department for Science and Religious Education in the secondary phase and Co-ordinators for Science and Religious Education in the primary phase.

However, Relationships Education and RSE is a whole Academy responsibility. All staff are involved in developing the personal and social skills that contribute to human flourishing. As well as delivering curriculum content in the classroom, staff are also role models around the school, giving examples of conflict resolution and establishing relationships of mutual trust and respect. All staff have a responsibility of care and the safeguarding of pupils. Staff should actively contribute to guidance of the physical, moral and spiritual well-being of their pupils, in line with the school's Catholic ethos and current legislation. Teachers will be expected to teach Relationship Education and RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching Relationship Education and RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

15. External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of Relationships Education and RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools' ⁶.

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

Other roles and responsibilities regarding RSE Governors

Draw up the Relationships Education and RSE policy, in consultation with parents and teachers

Ensure that the policy is available to parents;

Ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;

Ensure that parents know of their right to withdraw their children;

Establish a link governor to share in the monitoring and evaluation of the programme, including resources used;

Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of Relationships Education and RSE within PSHE.

Headteacher

Responsibility for the implementation of the Relationships Education and RSE policy is delegated to the Deputy Headteacher Personal Development Life and for liaison with the Governing Body, parents, the Diocesan Schools'

Service and the Local Education Authority, also appropriate agencies, supported by the Headteacher. It is the task of the Senior Leadership Team (SLT) to integrate Relationships Education and RSE into the school's curriculum.

16. Relationships and Sex Education Lead/Co-ordinator

The Deputy Headteacher leading Personal Development has oversight over secondary and primary phase provision and the Headteacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to Relationships Education and RSE and the provision of in-service training. All staff who will be delivering Relationships Education and RSE will be expected to undertake the Catholic Education Service and Ten Ten Online Training course. An appropriately trained Relationships Education and RSE Leader has been appointed to oversee curriculum planning, training and support for teachers at the primary phase. With governors and the Headteacher, there is a planned process for informing parents about Relationships Education and RSE in the school. Elements of Relationships Education and RSE will be delivered in different curricular areas for example in subjects such as Religious Education and Science.

17. Relationship to Other Policies and Curriculum Subjects

This Relationships Education and RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Anti-bullying policy, Safeguarding Policy etc)

Learning about Relationships Education and RSE in PSHE classes will link to/complement learning in those areas identified in the Relationships Education and RSE audit.

18. Children's Questions

The governors want to promote a healthy, positive atmosphere in which Relationships Education and RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

19. Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of Relationships Education and RSE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the Relationships Education and RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. (See also 'Relationships Education, Relationships and Sex Education (RSE) and Health Education, statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers' 'Managing difficult questions', Page 23 for more detail)

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

20. Supporting Children and Young People Who Are at Risk

Children will also need to feel safe and secure in the environment in which Relationships Education and RSE takes place. Effective Relationships Education and RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated safeguarding lead

21. Confidentiality and Advice

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the Relationships Education and RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken

22. Monitoring and Evaluation

The PSHE/RSE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of learning and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of questionnaires / response sheets / needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The outcomes of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

One-Page Overview - LTTF Secondary

	RE, PSHE or Tutor Time							Whole Year
Sessions per programme	Session 1 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 2 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 3 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 4 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 5 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 6 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 7 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Cinema Whole or half-year groups
Main Themes	All	Created and Loved by God			Created to Love Others		Created to Live in Community	All
Sub-themes	Religious Understanding	Me, My Body, My Health	Emotional Well-Being	Life Cycles	Personal Relationships	Keeping Safe	Living in the Wider World	Cinema-in-Education
Year 7	Who Am I?	Changing Bodies	Healthy Inside and Out	Where We Come From	Family & Friends	My Life on Screen	Living in the Wider World	Facts of Life
Year 8	Created and Chosen	Appreciating Differences	Feelings	Before I Was Born	Tough Relationships	Think Before You Share	Wider World	The Trouble With Max
Year 9	The Search for Love	Love People, Use Things	In Control of My Choices	Fertility & Contraception	Marriage	One Hundred Percent	Knowing My Rights and Responsibilities	Love, Honour, Cherish
Year 10 & 11*	Authentic Freedom	Self-Image	Values, Attitudes & Beliefs	Parenthood (Personal Relationships)	Pregnancy & Abortion (Life Cycles)	Abuse	Solidarity	Babies Y10 Truth & Lies Y11

*Due to Covid-19, filming of the resources for Year 10 and Year 11 have been merged. Therefore, all Year 10 and 11 should undertake the same programme in 2020/21. This is a brand new set of resources launching in September 2020, so no students will be repeating any of the content provided. A separate programme for Year 11 will be available from September 2021.

Appendix 2 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:

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<ul style="list-style-type: none"> • 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 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World
Caring friendships	<ul style="list-style-type: none"> • 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 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Being Me in My World • Celebrating Difference • Relationships

	<ul style="list-style-type: none"> • 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 	
Respectful relationships	<ul style="list-style-type: none"> • 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 • R19 the importance of permission-seeking and giving in relationships with friends, peers and adults 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Being Me in My World • Celebrating Difference • Dreams and Goals • Healthy Me • Relationships • Changing Me
Online relationships	<ul style="list-style-type: none"> • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference
Being safe	<ul style="list-style-type: none"> • R25 what 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me

	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Celebrating Difference
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Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	<ul style="list-style-type: none">• 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 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.	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none">• Healthy Me• Relationships• Changing Me• Celebrating Difference
Internet safety and harms	<ul style="list-style-type: none">• 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.	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none">• Relationships

	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Healthy Me
Physical health and fitness	<ul style="list-style-type: none"> • 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. • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Healthy eating	<ul style="list-style-type: none"> • 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). 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Health and prevention	<ul style="list-style-type: none"> • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me

	<ul style="list-style-type: none"> • 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 	
Basic first aid	<ul style="list-style-type: none"> • H32 how to make a clear and efficient call to emergency services if necessary. • H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Changing adolescent body	<ul style="list-style-type: none"> • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Changing Me • Healthy Me