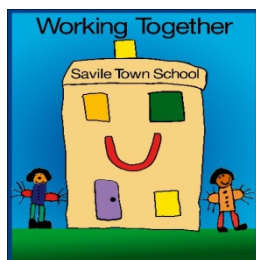


# **Savile Town Infant and Nursery CE (C) School**

## **Relationships and Health Education Policy (RHE)**



<b>Approved/adopted by</b>	<b>Name</b>	<b>Date</b>
<b>Last reviewed by/on</b>	<b>Name R.Nawaz</b>	<b>Date;January 2022</b>
<b>Next review date due by</b>	<b>Date</b>	

## School Vision

At our school we celebrate our faith diversity and provide a safe environment where our children are happy to learn. We are kind, caring and respectful to others. We aim to inspire future generations of our school and community to become lifelong learners.

## Core Values

Respect, Kindness, Caring, Diversity, Community,  
Happiness, Aspiration

The policy is informed by Relationships Education, Relationships and Sex education (RSHE) and Health Education statutory guidance (DfE,2019)

### **The rationale for our Schools RSHE policy**

- All schools and academies (except for maintained nursery schools) are required to have a written policy for relationships education or relationships and sex education (DfE, para 13/page 11).
- The policy is underpinned by the values and principles outlined in the RSHE Charter for Savile Town I&N Schools. (Appendix 1).
- The policy sets out the framework for the relationships and health curriculum, providing clarity on how it is informed, organised, and delivered.
- This policy will be known as Savile Town Infant and Nursery CE (C) Schools Relationships and Health Education Policy (RSHE)

### **Legislation and statutory guidance**

At Savile Town Infant and Nursery CE (C) Schools we are required to provide relationship education and health education to all pupils.

The policy has due regard to the following legislation and guidance:

- Section 80A of the Education Act 2002: as part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of*

*society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life...*

- Children and Social Work Act 2017.
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Equality Act 2010 and the Public Sector Equality Duty 2011.
- The Equality Act 2010 and schools (DfE, 2014).
- Mental health and behaviour in school (DfE, 2018).
- Science programmes of study: Key Stages 1 and 2 (DfE, 2013).
- Keeping children safe in education – for schools and colleges (DfE, 2020).
- Promoting fundamental British values through SMSC (DfE, 2014).

## Definitions

**RSHE:** Relationships education, relationships and sex education and health education

**PSHE ed:** Personal, social and economic education. The RSHE policy may link to, or be part of, a wider PSHE ed policy.

**RHE:** Relationships and health education. Relationships education: physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults. Health education: physical health and mental wellbeing.

**RSE:** Relationships and sex education. In this policy the definition of sex education is 'how a baby is conceived and born'

**SMSC:** Social, moral, spiritual and cultural (education)

## Policy development at Savile Town Infant and Nursery CE (C) School

In developing our policy and curriculum we have given due regard to the Government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996.

The three key stages of our policy development:

<b>INFORM</b>	Share the facts about the new guidance, including the statutory content.
<b>CONSULT</b>	Gather stakeholder views (children, staff, parents and Governors)
<b>SUPPORT</b>	Share the policy, resources and activities. Help parents complement the teaching in school

The RSHE policy at Savile Town Infant and Nursery CE (C) School, has been developed following consultation with the school community. The process of policy development involved the following steps:

- A lead member of staff reviewed the current provision.
- DfE guidance and information about RSHE was shared with stakeholders (staff, parents, and governors).
- Knowledge of the local school context helped us to understand the needs and priorities of our school community.
- A draft policy was shared with stakeholders for comments. These comments were considered by the Governing Body.
- The policy was ratified by the Governing Body.
- The policy was shared with parents and is available on the school website.

### Statement of intent

This policy outlines the approach to relationships and health education (RSHE) at Savile Town Infant and Nursery CE (C) School. It is underpinned by the RSHE Charter for Savile Town Infant and Nursery CE (C) School Relationships and Health Education Policy (RSHE) and complements the vision and values of Savile Town Infant and Nursery CE (C) School.

Relationships and health education is important at Savile Town Infant and Nursery CE (C) Schools because it:

- Prepares pupils for the opportunities, responsibilities, and experiences of adult life.
- Gives pupils the knowledge they need to make informed decisions about their health and well-being.
- Supports pupils' skills to recognise positive, healthy, and respectful relationships.
- Helps to safeguard pupils, so they can find and access help and support.
- Teaches pupils' tolerance, the importance of equality, and respect for diversity.
- Develops pupils' self-respect and self-worth, confidence, and empathy.

All schools need to consider the obligations contained in the Equality Act 2010 and their responsibilities outlined in [Public Sector Equality Duty Guidance for schools in England \(EHRC, 2014\)](#)

## **Roles and responsibilities**

### **a. The Governing Body**

- Ensure the school meets its statutory requirements in relation to relationships and sex education.
- Approve the RSHE policy.
- Hold the Head teacher to account for the implementation of the policy (checking the RSHE curriculum is well-led and effectively managed).

### **b. The Headteacher**

- The development and implementation of the RSHE policy.
- Agree the curriculum delivery model (where it will be taught, the time allocation and staffing).
- Ensure RSHE is resourced, staffed, and timetabled to enable the school to meet its legal obligations and offer high-quality provision to all pupils.
- Enable staff to be suitably trained to teach relationships.
- Encourage parents to engage with the formation of the policy and know about the final policy.
- Report to the Governing Body on the implementation and effectiveness of the policy.
- Review the policy (on an annual basis).

### **c. Lead teacher for RSHE**

- Support the development and implementation of the RSHE policy.
- Develop the school's RSHE curriculum and delivery model.
- Ensure continuity and progression between each year groups.
- Work with other teachers (including subject leads) to ensure the RSHE curriculum complements, but does not duplicate, any content in other subjects.
- Organise, provide and monitor CPD to enable teachers to develop their expertise so they feel confident and competent to teach RSHE.
- Provide teachers with resources to support RSHE delivery.
- Monitor and evaluate the effectiveness of RSHE and support teaching staff if required.
- Report to the Headteacher/Governing Board regarding compliance with the statutory requirements and effectiveness of the RSHE curriculum.

### **d. SENCO**

- Advise teachers on how best to identify and support pupils' need (including the use of teaching assistants/support staff).

### **e. All teachers of RSHE**

- Know and act in accordance with the RSHE policy.
- Reflect the law (including the Equality Act 2010) as it applies to sex and relationships.
- Consider how their personal views and/or beliefs might impact on their teaching of RSHE.
- Monitor pupil progress in line with school policy.
- Work with the SENCO to identify and respond to the needs of pupils with SEND.
- Report any concerns about RSHE teaching to the lead teacher and/or senior leader.
- Report any safeguarding concerns or pupil disclosures to the DSL (in line with school safeguarding policy).
- Share any concerns they may have about teaching RSHE with the lead teacher and/or Headteacher. Staff do not have the right to opt out of teaching RSHE.

**The RSHE curriculum: see Appendix 2 for statutory content (detail) and Appendix 3 for detail of the RSHE/PSHE ed curriculum content at Savile Town Infant and Nursery CE (C) School.**

- The RSHE curriculum has been organised in line with the statutory requirements outlined in [Relationships Education, Relationships and Sex education \(RSE\) and Health Education statutory guidance \(DfE,2019\)](#)
- DfE update [DfE communication to schools on RSHE implementation](#) (update, June 2020)

**RSHE Statutory Content Summary (Primary School)**

**There is no statutory content for sex education.**

<b>Relationships Education (para 62, page 20)</b>	<b>Health Education (para 96, page 32)</b>
<ul style="list-style-type: none"> <li>• Families and people who care for me</li> <li>• Caring relationships</li> <li>• Respectful relationships</li> <li>• Online relationships</li> <li>• Being safe</li> </ul>	<ul style="list-style-type: none"> <li>• Internet safety and harms</li> <li>• Physical health and fitness</li> <li>• Healthy eating</li> <li>• Drugs, alcohol and tobacco</li> <li>• Health and prevention</li> <li>• Basic first aid</li> <li>• Changing adolescent body (including puberty and menstruation)</li> </ul>

The content of the RSHE curriculum at Savile Town Infant and Nursery CE (C) School is informed by:

- ❖ National guidance and evidence-based research about RSHE/PSHE ed.
- ❖ Information about the law/ legal rights including the Equality Act 2010 and Public Sector Equality Duty.
- ❖ Relevant health and other data (both local and national).
- ❖ The views of pupils, staff, parents, and governors.
- Nationally recognised and/or quality assured resources (e.g. The PSHE Association, NSPCC, CEOP, Stonewall, MindEd). [Annex B Suggested Resources DfE, 2019](#)
- Savile Town Infant and Nursery CE (C) School have adopted Jigsaw.
- The Jigsaw program supports our school to provide a comprehensive programme that integrates, but is not limited to, the statutory RSHE content.
- The content is well-matched to the needs of the pupils. It is age (developmentally appropriate) and is based on what pupils are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand.
- The curriculum is sequenced and progressively builds upon prior knowledge.
- The RSHE curriculum includes the acquisition of knowledge and understanding, the development of skills and respectful attitudes.
- The curriculum is inclusive, so it meets the needs of all pupils.
- The content of the RSHE curriculum may need to be adapted or changed throughout the year to meet local/national priorities.
- Any parent, teacher or pupil is encouraged to offer feedback about the RSHE curriculum.

**Appendix 3** outlines the RSHE content at Savile Town Infant and Nursery CE (C) School.

### **The delivery of the RSHE curriculum:**

- Relationships, and health education (RSHE) will be taught within the personal, social health and economic (PSHE) curriculum/programme and in other areas of the curriculum such as assembly, themed weeks (e.g. anti-bullying week) and other curriculum areas (e.g. science).
- RSHE teaching will promote:
  - equality and challenge all forms of prejudice and discrimination.
  - the importance of safe, caring, healthy, positive, and respectful relationships.
  - Teaching will be inclusive, so it meets the needs of all pupils - particularly those with special education needs/disabilities, those from a range of faith backgrounds and LGBT pupils and/or their families. Teaching will reflect all the families at Savile Town Infant and Nursery CE (C) School, it is more age appropriate for children to relate to their concrete surroundings. This means a teacher will refer to different viewpoints and beliefs on a range of RSHE issues. All pupils and their families need to feel included and the school recognises different types of families and structures of support for children. This is part of relationships Education.
- Pupils will be given the opportunity to: reflect on the values, beliefs and influences (such as from parents, peers, media, faith and culture) that may shape their own attitudes to relationships; develop critical thinking skills; nurture their tolerance/respect for different views.
- All staff will undergo regular training to ensure they are familiar with the content and subject specific pedagogy of RSHE, so they feel confident and competent to teach it effectively. The class teacher is responsible for the planning and monitoring of the content for their class.
- Staff will be kept up to date about new guidance, support, and resources for RSHE.

### **Safeguarding: safe and effective practice**

- RSHE will be delivered in a safe, supportive learning environment, so that young people feel able to express their views and beliefs, ask questions and know where to find help.
- Teachers are aware that effective, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers must always refer to the designated safeguarding lead (DSL) if a disclosure is made.
- Pupils need basic knowledge about the privacy of their bodies and genitalia, to support safeguarding. We have adopted a school-wide policy on the consistent use of correct terms for genitalia as part of safeguarding practice. This is not sex education.
- In RSHE lessons:
  - ❖ Teachers and pupils will agree ground rules, so everyone is, and feels safe in lessons.
  - ❖ Teachers will agree with pupils the limits of confidentiality.
  - ❖ Distancing techniques will be used, so that pupils are not required, or feel pressurised into, talking about their personal circumstances.
  - ❖ In a positive classroom environment where children's natural curiosity is encouraged, teachers will answer questions sensitively, honestly, and in a manner appropriate to a child's age and context. Teachers will respect the right of parents to withdraw their child from sex education lessons. However, children may not see the boundaries between subjects (e.g. science, relationships, and sex education) and this may lead to them raising questions in class that relate to both statutory and non-statutory content.

## Engaging stakeholders

In developing our policy and curriculum we have given due regard to the Government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The views of parents, staff, and governors about RSHE have been considered when developing the policy and content of RSHE. We sent out information on a parental newsletter and the Schools' websites. A survey was developed for consultation and the views and responses were collated. All stakeholders were given opportunity to express any questions, views and concerns. Further information was requested by some Parents and this was put on to the website. Parents were also invited to form a working group. Following this the policy has been developed.

**Parental engagement is informed by:**

[DfE Parental engagement](#)

[DfE: Relationships education, relationships and sex education \(RSE\) and health education: FAQs](#)

[DfE: Relationships, sex and health education: guides for parents](#)

[PSHE Association: Guide to parental engagement](#)

- The role of parents/carers in the development of children's understanding about relationships is vital. Parents are the first teachers of their children.
  - Our aim at Savile Town Infant and Nursery CE (C) Schools is to establish open communication and maintain positive relationships with all parents/carers so they are given every opportunity to inform and understand the purpose and content of RSHE.
  - Savile Town Infant and Nursery CE (C) Schools have worked closely with parents when planning and delivering RSHE. Parents/carers are provided with the following information:
    - The content of the RSHE curriculum.
    - The delivery of the RSHE/curriculum (including examples of the resources used).
    - How to support/complement RSHE teaching at home.
- In addition to their involvement in developing the RSHE policy, parents/carers are provided with frequent opportunities to understand, ask questions, or express any concerns about RSHE.
- If parents/carers have concerns about any aspect of the RSHE curriculum, they are encouraged to share these with the school. We will then invite parents/carers to come and talk to us. Alternatively, parents/carers can email or write a note or letter.
- Parents/carers contacting the school about RSHE will be asked to include a name and contact information. This is so we can respond to the parent/carer directly. Anonymous communication will not be considered.

## Faith and cultural perspectives on RSHE

- Teaching RSHE effectively means considering the many faiths and cultures of Britain today and knowing about the law.
- As a school we will deliver RSHE in a non-judgmental way, providing a balanced approach that acknowledges the wealth of beliefs, views and opinions of our community and country.
- RSHE teaching will promote equality and challenge all forms of prejudice and discrimination.
- A diverse range of resources will be used so every child and family feels included, respected, and valued.



- Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs, and values.
- Schools with a religious character will teach according to their distinctive faith perspective (in addition to exploring different faiths) and the relevant laws in relation to relationships and sex.

## **Monitoring the quality of provision for RSHE**

- The subject lead for RSHE is responsible for monitoring the quality of teaching and learning.
- The RSHE link governor will meet with the subject lead to discuss the effectiveness of RSHE curriculum.
- The subject lead will report to the Headteacher and governing board on the quality of provision and effectiveness and highlight any concerns.

## **Policy review**

- The governing board is responsible for approving this policy.
- The policy will be reviewed on an annual basis by the RSHE subject lead and the Headteacher. Changes will be communicated to all staff and parents and will be approved by the Governing Board.
- The review should consider any changes to statutory guidance; feedback from pupils, parents or staff; and the school context.

## **Appendix 1: RSHE Charter at Savile Town Infant and Nursery CE (C) School Relationships and Health Education Policy (RSHE)**

We want all children at Savile Town Infant and Nursery CE (C) School to have their wellbeing, safety and emotional/mental health enriched and supported by their experience at school

- This Charter is informed two fold; first by the Church of England Principles and Charter in relation to RSHE which sets out the values and principles that underpin the RSHE curriculum at Savile Town Infant and Nursery CE (C) School. Completing and promoting the foundations laid out in the values and principles is the Jigsaw PSHE Charter. This part of the charter is fully embedded into the teaching and learning of PSHE.

### **Church of England Principles and Charter**

At Savile Town Infant and Nursery CE (C) School we commit;

1. To work in partnership with parents and carers. This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.

2. That RSHE will be delivered professionally and as an identifiable part of PSHE. It will be led, resourced and reported to parents in the same way as any other subject.

There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.

3. That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the

Equality Act and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

4. That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms. It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

5. That RSHE will promote healthy resilient relationships set in the context of character and virtue development. It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the School's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.

6. That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights. It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.

7. To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities. It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special educational needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality Relationships and Sex Education.

8. To seek pupils' views about RSHE so that the teaching can be made relevant to their lives. It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

### Jigsaw PSHE Charter

The Jigsaw PSHE Charter is integral to each PSHE lesson setting the tone as an opening intention. It is designed to help children feel safe when they are learning and part of a familiar lesson routine.

Responding to an ever changing world means that new 'rules' may enter our Charter. Covid safety rules have become our 'new normal' and as a response each class may choose to reflect this in their own class charter (see Appendix 3).

### The Jigsaw PSHE Charter Explained

#### **We take turns to speak**

We show respect for one another by allowing everyone time to speak, if they choose to. Each year group may use the Jigsaw Friend, or another Covid safe object/sign, as a 'talking object/signal'. This replicates the Native American 'talking stick' giving the speaker space, time and acts as a special asset for use in Jigsaw PSHE lessons.

## **We use kind and positive words**

It is vital that the teacher models the use of positive language and praises children for doing so. Jigsaw and Circle Time work should be a positive and enjoyable experience. Only when this is established can Jigsaw PSHE be used to tackle more difficult and sensitive issues.

## **We listen to each other**

The Jigsaw Circle and 'Connect Us' aspects of Jigsaw teach children the social skills necessary for active listening, for example, eye contact, open body language, and turn taking. These need to be encouraged and praised in circle work.

## **We have the right to pass**

Jigsaw PSHE necessitates children feeling secure and choosing if and when to speak. They must never feel pressured to do so and thus must know they have the right to pass, that is, not to speak or take part if they don't want to. This approach can raise very personal issues for children and it must always be their choice as to whether they share these in the circle or not.

We only use names when giving compliments or when being positive

If the Jigsaw Circle is being used to tackle sensitive issues, like trouble in the playground, no names must be used to describe negative behaviours. It is not appropriate for a child to say, "Jamie pushed me in the playground"; instead, children are encouraged to say, "At playtime, someone pushed me and this really hurt my feelings". Then the whole circle can suggest positive solutions to the problem described. The Jigsaw Friend can be used as a distancing tool in these situations.

## **We respect each other's privacy (confidentiality)**

Although, realistically, it is unlikely that complete confidentiality will be observed, it is important that children are taught to respect the privacy of others and to do their best to keep what is said in Jigsaw Pieces (lessons) and Circles confidential. The teacher must emphasise that she/he cannot promise complete confidentiality as she/he must report any information relating to safeguarding concerns.

## **Appendix 2: The statutory content: relationships education and health education (DfE)**

### **Relationships education overview (para 62/page 20)**

**This statutory content applies to all pupils in primary school Key Stages 1 and 2. As Infant and Nursery School, Savile Town Infant and Nursery CE (C) work in Early Years and Key Stage 1 only.**

#### **Families and people who care for me**

##### **By the end of primary school, pupils will know:**

- That families are important for them growing up because they can give love, security, and stability.
- 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.
- 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.
- 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.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

#### **Caring friendships**

##### **By the end of primary school, pupils will know:**

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through, so that the friendship is repaired or even strengthened and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

#### **Respectful relationships**

##### **By the end of primary school, pupils will know:**

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.

- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and 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.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative, or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers, and adults.

### **Online relationships**

#### **By the end of primary school, pupils will know:**

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

### **Being safe**

#### **By the end of primary school, pupils will know:**

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

### **Health Education Overview: The focus at primary level is teaching the characteristics of good physical health and mental wellbeing**

**(DfE, para 96/page 32)**

### **Mental Wellbeing**

#### **By the end of primary school pupils will know:**

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise, and nervousness.

- The scale of emotions that humans experience in response to different experiences and situations.
- 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.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### **Internet safety and harms**

#### **By the end of primary school, pupils will know:**

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age restricted.
- 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.
- How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected, and targeted.
- Where and how to report concerns and get support with issues online.

### **Physical Health and Fitness**

#### **By the end of primary school, pupils will know:**

- The mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school if they are worried about their health.

## **Healthy eating**

### **By the end of primary school, pupils will know:**

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

## **Drugs alcohol and tobacco**

### **By the end of primary school, pupils will know:**

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

## **Health and prevention**

### **By the end of primary school, pupils will know:**

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood, and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

## **Basic First Aid**

### **By the end of primary school, pupils will know:**

- How to make a clear and efficient call to emergency services, if necessary.
- Concepts of basic First Aid, for example dealing with common injuries, including head injuries.

## **Changing adolescent body.**

### **By the end of primary school, pupils will know:**

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts relating to the menstrual cycle.

## **Appendix 3: At Savile Town Infant and Nursery CE (C) School.**

- The DfE [Statutory guidance for Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) sets out what schools must cover in primary schools from September 2020.
- Savile Town Infant and Nursery CE (C) School have adopted Jigsaw as a program for use in school. (see Jigsaw overview)
- This programme of study provides a comprehensive programme for Early years and Key stage One, that fully covers, but is not limited to the statutory requirements.

### **The Jigsaw Approach**

How would children benefit if they could be aware of their thoughts and feelings as they happen, in the present moment, on purpose with no judgement?

This is what mindfulness means. It can be learnt, and techniques to develop it taught. It also needs to be practised. Mindfulness can be a vital tool for life, not only does it support the regulation of emotional resilience but also enhances focus and concentration; both helping to optimise learning.

Mindful children can more readily choose their responses to situations rather than react while caught up in their thought-flows and emotions.

In Jigsaw PSHE, mindfulness is developed through the 'Calm Me' time in each Piece (lesson). This consists of breathing techniques, awareness exercises and visualisations, all tried, tested and very enjoyable activities for children and teachers alike.

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation.

Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time and generating a whole school focus for adults and children alike.

### **The Six Puzzles**

There are six Puzzles (themes) in Jigsaw PSHE that are designed in sequence from September to July. There are six Pieces (lessons) in each Puzzle (theme).

Children's learning is built upon each year as they revisit the six Puzzles (themes).

Autumn 1: Being Me in My World

Autumn 2: Celebrating Differences (including anti-bullying)

Spring 1: Dreams & Goals

Spring 2: Healthy Me

Summer 1: Relationships

Summer 2: Changing Me

Each Piece (lesson) is structured into sections ensuring that a variety of learning styles are offered and that is why Jigsaw PSHE is completely child-focussed.

Teachers may use some or all of the sections when teaching each Piece (lesson).

The Jigsaw Friend will also help as a teaching tool and talking object (Covid safety rules permitting).



## The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece (lesson) – by using The Jigsaw Charter (ideally, teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.)

### Long Term PSHE Plan-Jigsaw

<u>Year Group</u>	<u>Being Me in my world</u>	<u>Celebrating Differences</u>	<u>Dreams and Goals</u>	<u>Healthy Me</u>	<u>Relationships</u>	<u>Changing Me</u>
Nursery & Reception	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Year 1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming Obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles - animal and human Changes in me Changes since being a baby Linking growing and learning Coping with change Transition
Year 2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Assertiveness Preparing for transition