

INVICTUS

Education Trust



PSHE (Personal, Social, Health Education) Policy
including RHE (Relationships and Health Education)

Document Control and Version Control

Relationship and Health Education Policy Version

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Contents

1. Aims.....	3
2. Statutory requirements	3
3. Policy development.....	5
4. Definition: PSHE (inc. RHE).....	5
5. Curriculum.....	5
The Jigsaw Programme	5
Relationships Education.....	6
Health Education.....	6
Sex Education.....	7
6. Delivery of RHE.....	7
7. Use of external organisations and materials	8
8. Roles and responsibilities.....	9
9. Parents’ right to withdraw	9
10. Training	9
11. Monitoring arrangements.....	10
Equality	10
Appendices:	
• Relationships Education in Primary Schools (Appendix) – DfE Guidance 2019	
• Physical health and mental well-being education in Primary schools – DfE Guidance	
• Rufford PHSE and RHE Curriculum mapping document – based on Jigsaw 3-11 and statutory Relationships and Health Education	

1. Aims

The aims of relationships and health education (RHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils for puberty, and give them an understanding of how they develop and the importance of health and hygiene

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.

2. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools.

We follow the National Curriculum for Science which includes teaching about puberty and describing the life process of reproduction in some plants and animals.

In teaching RHE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Rufford Primary School, we teach RHE as set out in this policy.

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."

Relationship and Health Education Policy Version

“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.”

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

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

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

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Here, at Rufford Primary 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 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.



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)

Relationship and Health Education Policy Version

- [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).

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Ratification – once amendments were made, the policy was shared with governors and the Trustees and ratified

4. Definition: PSHE (inc. RHE)

At Rufford Primary 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.

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.

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

5. Curriculum

The Jigsaw Programme

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

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
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
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

Relationship and Health Education Policy Version

Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change. *Note not all units from this Jigsaw unit are taught; these changes have been shared through consultation with parents.

At Rufford Primary School we teach PSHE regularly in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

- Assemblies
- Reward system
- Through our 'Positive conduct (Building Relationships)' policy

We also celebrate other events across the year that enhance our PHSE offer. These include: Anti-bullying week and Parliament Week. Our PHSE offer also includes financial education lessons.

We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Relationships Education

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

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

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

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

Health Education

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

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

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

Relationship and Health Education Policy Version

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

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Sex Education

Statutory

All pupils must be taught the aspects of sex education outlined in the statutory primary science national curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

This content is also delivered through the adapted 'Changing Me,' unit in the Summer Term.

	Overview	Learning Objective	Lesson
Year 5	Growing up & Puberty	To describe the changes as humans develop to old age.	Changing Me Piece 2 and Piece 3
Year 6	Growing up & Puberty	To be aware of how body changes occur internally as well as externally.	Changing Me Piece 2

Non-Statutory

The DfE guidance 2019 recommends that all primary schools have a Sex Education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born.

At Rufford Primary School, we believe that this knowledge and understanding is important for the transition phase moving to secondary school, supporting pupils' ongoing physical and emotional development effectively.

We will ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived.

	Overview	Learning Objective	Lesson
Year 6	How Babies are Made	Babies: Conception to Birth – I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	Changing Me Piece 3

As the content of this lesson is not statutory, parents do have the right to withdraw their child.

6. Delivery of RHE

We will make sure that pupils learn about these topics in an environment that's appropriate for them. PHSE and RHE is usually delivered by class teachers to their class.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships

Relationship and Health Education Policy Version

- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RHE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it
- uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed

Relationship and Health Education Policy Version

- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The Trust board

The Trust Board has delegated the approval of the Trust policy to Executive Team. They have also delegated the implementation of this school policy to the Deputy CEO and the Headteacher of the school.

8.2 The headteacher

The headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RHE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RHE

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the headteacher.

8.4 Pupils

Pupils are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity.

9. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RHE. Please see the information about this lesson above in the Curriculum section.

Parents will be informed when the lesson is taking place and provided with a letter to complete if they would like to withdraw their child. Requests for withdrawal should be put in writing; these will be given to Senior Leaders.

Alternative school work will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RHE and it is included in our continuing professional development calendar. We use training resources from Jigsaw to support this.

Relationship and Health Education Policy Version

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHE.

11. Monitoring arrangements

The delivery of RHE is monitored by Erica Tilley through monitoring activities such as planning scrutiny, learning walks, pupil voice, staff voice etc.

Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the DCEO and Erica Tilley. At every review, the policy will be approved by the Executive Team.

Equality

This policy will inform the school's Equalities Plan.

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 the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At Rufford Primary 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.



Relationships Education in Primary schools (Appendix) – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

The guidance states that, by the end of primary school:

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<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	<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

	<p>they should respect those differences and know that other children’s families are also characterised by love and care.</p> <ul style="list-style-type: none"> • 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 	
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 • 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 	<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
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 	<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

	<ul style="list-style-type: none"> • R19 the importance of permission-seeking and giving in relationships with friends, peers and adults 	
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. • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing.

Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	<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. 	<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



	<ul style="list-style-type: none"> • 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>Internet safety and harms</p>	<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. • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • 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. • 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 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Changing Me

- H35 about menstrual wellbeing including the key facts about the menstrual cycle.

- Healthy Me

Rufford PHSE and RHE Curriculum mapping document – based on Jigsaw 3-11 and statutory Relationships and Health Education

 						
	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6
Early Years						
Nursery	I understand how it feels to belong and that we are similar and different	I understand how feeling happy and sad can be expressed	I can work together and consider other people's feelings	I can use gentle hands and understand that it is good to be kind to people	I am starting to understand children's rights and this means we should all be allowed to learn and play	I am learning what being responsible means
Reception	I understand how it feels to belong and that we are similar and different	I can start to recognise and manage my feelings	I enjoy working with others to make school a good place to be	I understand why it is good to be kind and use gentle hands	I am starting to understand children's rights; we should all be allowed to learn and play	I am learning what being responsible means
Key Stage 1						
Year 1	I know how to use my Jigsaw Journal	I understand the rights and responsibilities as a member of my class	I understand the rights and responsibilities for being a member of my class	I know my views are valued and can contribute to the Learning Charter	I can recognise the choices I make and understand the consequences	I understand my rights and responsibilities within our Learning Charter
Year 2	I can identify some of my hopes and fears for this year I know how to use my Jigsaw Journal	I understand the rights and responsibilities for being a member of my class and school	I listen to other people and contribute my own ideas about rewards and consequences	I can listen to other people and contribute my own ideas about rewards and consequences	I understand how following the Learning Charter will help me and others learn	I recognise the choices I make and understand the consequences

 						
	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6
Key Stage 2						
Year 3	I recognise my worth and can identify positive things about myself and my achievements.	I can face new challenges positively, make responsible choices and ask for help when I need it	I understand why rules are needed and how they relate to rights and responsibilities	I understand that my actions affect myself and others and I care about other people's feelings	I can make responsible choices and take action	I understand my actions affect others and try to see things from their points of view
Year 4	I know my attitudes and actions make a difference to the class team	I understand who is in my school community, the roles they play and how I fit in	I understand how democracy works through the School Leadership roles	I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them	I understand how groups come together to make decisions	I understand how democracy and having a voice benefits the school community
Year 5	I can face new challenges positively and know how to set personal goals	I understand my rights and responsibilities as a citizen of my country	I understand my rights and responsibilities as a citizen of my country and as a member of my school	I can make choices about my own behaviour because I understand how rewards and consequences feel	I understand how an individual's behaviour can impact on a group	I understand how democracy and having a voice benefits the school community and know how to participate in this
Year 6	I can identify my goals for this year, understand my fears and worries about the future and know how to express them	I know that there are universal rights for all children but for many children these rights are not met	I understand that my actions affect other people locally and globally	I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities	I understand how an individual's behaviour can impact on a group	I understand how democracy and having a voice benefits the school community



Celebrating Difference



	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6
Early Years						
Nursery	I know how it feels to be proud of something I am good at.	I can tell you one way I am special and unique.	I know that all families are different.	I know there are lots of different homes.	I can tell you how I could make new friends.	I can use my words to stand up for myself.
Reception	I can identify something I am good at and understand everyone is good at different things	I understand that being different makes us all special	I know we are all different but the same in some ways	I can tell you why I think my home is special to me	I can tell you how to be a kind friend	I know which words to use to stand up for myself when someone says or does something unkind
Key Stage 1						
Year 1	I can identify similarities between people in my class	I can identify differences between people in my class	I can tell you what bullying is	I know some people who I could talk to if I was feeling unhappy or being bullied	I know how to make new friends	I can tell you some ways I am different from my friends
Year 2	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)	I understand that bullying is sometimes about difference	I can recognise what is right and wrong and know how to look after myself	I understand that it is OK to be different from other people and to be friends with them	I can tell you some ways I am different from my friends



Celebrating Difference



	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6
Key Stage 2						
Year 3	I understand that everybody's family is different and important to them	I understand that differences and conflicts sometimes happen among family members	I know what it means to be a witness to bullying	I know that witnesses can make the situation better or worse by what they do	I recognise that some words are used in hurtful ways	I can tell you about a time when my words affected someone's feelings and what the consequences were
Year 4	I understand that, sometimes, we make assumptions based on what people look like	I understand what influences me to make assumptions based on how people look	I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure	I can tell you why witnesses sometimes join in with bullying and sometimes don't tell	I can identify what is special about me and value the ways in which I am unique	I can tell you a time when my first impression of someone changed when I got to know them
Year 5	I understand that cultural differences sometimes cause conflict	I understand what racism is	I understand how rumour-spreading and name-calling can be bullying behaviours	I can explain the difference between direct and indirect types of bullying	I can compare my life with people in the developing world	I can understand a different culture from my own
Year 6	I understand there are different perceptions about what normal means	I understand that everyone has a right to be who they are	I can explain some of the ways in which one person or a group can have power over another	I know some of the reasons why people use bullying behaviours	I can give examples of people with disabilities who lead amazing lives	I can explain ways in which difference can be a source of conflict and a cause for celebration



Dreams and Goals



	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6
Early Years						
Nursery	I understand what a challenge means	I can keep trying until I can do something	I can set a goal and work towards it	I know some kind words which can encourage people	I can start to think about the jobs I might like to do when I'm older	I can feel proud when I achieve a goal
Reception	I understand that if I persevere I can tackle challenges	I can tell you about a time I didn't give up until I achieved my goal	I can set a goal and work towards it	I can use kind words to encourage people	I understand the link between what I learn now and the job I might like to do when I'm older	I can say how I feel when I achieve a goal and know what it means to feel proud
Key Stage 1						
Year 1	I can set simple goals	I can set a goal and work out how to achieve it	I understand how to work well with a partner	I can tackle a new challenge and understand this might stretch my learning	I can tell you about obstacles which make it difficult to achieve my challenge and have ideas to overcome them	I can tell you how I felt when I succeeded in a new challenge and how I celebrated it
Year 2	I can choose a realistic goal and think about how to achieve it	I carry on trying (persevering) even when I find tasks difficult	I can recognise who I work well with and who it is more difficult for me to work with	I can work well in a group to create an end product	I can explain some of the ways I worked well in my group to create the end product	I know how to share success with other people



Dreams and Goals



	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6
Key Stage 2						
Year 3	I can tell you about a person who has faced difficult challenges and achieved success	I can identify a dream/ambition that is important to me	I enjoy facing new learning challenges and working out the best ways for me to achieve them	I can be motivated and enthusiastic about achieving our new challenge	I can recognise obstacles which might hinder my achievement and take steps to overcome them	I can recognise obstacles which might hinder my achievement and take steps to overcome them
Year 4	I can tell you about some of my hopes and dreams	I understand that sometimes hopes and dreams do not come true and that this can hurt	I know that reflecting on positive and happy experiences can help me to counteract disappointment	I know how to make a new plan and set new goals even if I have been disappointed	I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group	I can identify the contributions made by myself and others to the group's achievement
Year 5	I understand that I will need money to help me achieve some of my dreams	I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs	I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it	I can describe the dreams and goals of young people in a culture different to mine	I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other	I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship
Year 6	I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal)	I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these	I can identify problems in the world that concern me and talk to other people about them	I can work with other people to help make the world a better place	I can describe some ways in which I can work with other people to help make the world a better place	I know what some people in my class like or admire about me and can accept their praise



Healthy Me



	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6
Early Years						
Nursery	I am starting to understand that I need to be active to be healthy	I can tell you some of the things I need to do to be healthy	I know what the word 'healthy' means and that some foods are healthier than others	I know how to help myself go to sleep and that sleep is good for me	I can wash my hands and know it is important to do this before I eat and after I go to the toilet	I know who my safe adults are and how to stay safe if they are not close by me
Reception	I understand that I need to exercise to keep my body healthy	I understand how moving and resting are good for my body	I know which foods are healthy and not so healthy and can make healthy eating choices	I know how to help myself go to sleep and understand why sleep is good for me	I can wash my hands thoroughly and understand why this is important	I know who my safe adults are and how to stay safe if they are not close by me
Key Stage 1						
Year 1	I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy	I know how to make healthy lifestyle choices	I know how to keep myself clean and healthy, and understand how germs cause disease/illness	I understand that medicines can help me if I feel poorly and I know how to use them safely	I know how to keep safe when crossing the road, and about people who can help me to stay safe	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy
Year 2	I know what I need to keep my body healthy	I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed	I understand how medicines work in my body and how important it is to use them safely	I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy	I can make some healthy snacks and explain why they are good for my body	I understand which foods to eat to give my body energy



Healthy Me



	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6
Key Stage 2						
Year 3	I understand how exercise affects my body and know why my heart and lungs are such important organs	I know that the amount of calories, fat and sugar I put into my body will affect my health	I can tell you my knowledge and attitude towards drugs	I know some strategies for keeping myself safe, who to go to for help and how to call emergency services	I can identify when something feels safe or unsafe	I understand how complex my body is and how important it is to take care of it
Year 4	I recognise how different friendship groups are formed, how I fit into them and the friends I value the most	I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations	understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke	I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol	I can recognise when people are putting me under pressure and can explain ways to resist this when I want	I know myself well enough to have a clear picture of what I believe is right and wrong
Year 5	I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart	I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart	I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations	I understand how the media, social media and celebrity culture promotes certain body types	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures	I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy
Year 6	I can take responsibility for my health and make choices that benefit my health and well-being	I know about different types of drugs and their uses and their effects on the body particularly the liver and heart	I understand that some people can be exploited and made to do things that are against the law	I know why some people join gangs and the risks this involves	I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness	I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse



Relationships



	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6
Early Years						
Nursery	I can tell you about my family	I understand how to make friends if I feel lonely	I can tell you some of the things I like about my friends	I know what to say and do if somebody is mean to me	I can use Calm Me time to manage my feelings	I can work together and enjoy being with my friends
Reception	I can identify some of the jobs I do in my family and how I feel like I belong	I know how to make friends to stop myself from feeling lonely	I can think of ways to solve problems and stay friends	I am starting to understand the impact of unkind words	I can use Calm Me time to manage my feelings	I know how to be a good friend
Key Stage 1						
Year 1	I can identify the members of my family and understand that there are lots of different families	I can identify what being a good friend means to me	I know appropriate ways of physical contact to greet my friends and know which ways I prefer	I know who can help me in my school community	I can recognise my qualities as a person and a friend	I can tell you why I appreciate someone who is special to me
Year 2	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate	I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not	I can identify some of the things that cause conflict with my friends	I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret	I recognise and appreciate people who can help me in my family, my school and my community	I can express my appreciation for the people in my special relationships



Relationships



	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6
Key Stage 2						
Year 3	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females	I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener	I know and can use some strategies for keeping myself safe online	I can explain how some of the actions and work of people around the world help and influence my life	I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.	I know how to express my appreciation to my friends and family
Year 4	I can recognise situations which can cause jealousy in relationships	I can identify someone I love and can express why they are special to me	I can tell you about someone I know that I no longer see	I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends	I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older	I know how to show love and appreciation to the people and animals who are special to me
Year 5	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities	I understand that belonging to an online community can have positive and negative consequences	I understand there are rights and responsibilities in an online community or social network	I know there are rights and responsibilities when playing a game online	I can recognise when I am spending too much time using devices (screen time)	I can explain how to stay safe when using technology to communicate with my friends
Year 6	I know that it is important to take care of my mental health	I know how to take care of my mental health	I understand that there are different stages of grief and that there are different types of loss that cause people to grieve	I can recognise when people are trying to gain power or control	I can judge whether something online is safe and helpful for me	I can use technology positively and safely to communicate with my friends and family



Changing Me



	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6
Early Years						
Nursery	I can name parts of my body and show respect for myself	I can tell you some things I can do and some food I can eat to be healthy	I understand that we all start as babies and grow into children and then adults	I know that I grow and change	I can talk about how I feel moving to School from Nursery	I can remember some fun things about Nursery this year
Reception	I can name parts of the body	I can tell you some things I can do and foods I can eat to be healthy	I understand that we all grow from babies to adults	I can express how I feel about moving to Year 1	I can talk about my worries and/or the things I am looking forward to in Year 1	I can share my memories of the best bits of this year in Reception
Key Stage 1						
Year 1	I am starting to understand the life cycles of animals and humans	I can tell you some things about me that have changed and some things about me that have stayed the same	I understand that every time I learn something new I change a little bit	I can tell you about changes that have happened in my life		
Year 2	I can recognise cycles of life in nature	I can tell you about the natural process of growing from young to old and understand that this is not in my control	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old	I understand there are different types of touch and can tell you which ones I like and don't like	I can identify what I am looking forward to when I move to my next class	



Changing Me



	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6
Year 3	I understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby	<i>I understand how babies grow and develop in the mother's uterus</i> <i>I understand what a baby needs to live and grow</i>	I can start to recognise stereotypical ideas I might have about parenting and family roles	I can identify what I am looking forward to when I move to my next class		
Year 4	I understand that some of my personal characteristics have come from my birth parents	<i>I understand what responsibilities there are in parenthood and the joy it can bring</i> <i>I can consider what has influenced my life (Alternative lesson)</i>	I know how the circle of change works and can apply it to changes I want to make in my life	I can identify changes that have been and may continue to be outside of my control that I learnt to accept	I can identify what I am looking forward to when I move to a new class	
Year 5	I am aware of my own self-image and how my body image fits into that	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally	I can describe how boys' and girls' bodies change during puberty	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)	I can identify what I am looking forward to when I move to my next class.	
Year 6	I am aware of my own self-image and how my body image fits into that	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born <i>(Can ask to be withdrawn)</i>	<i>I know myself well enough to maintain positive relationships with others whilst still keeping my own identity</i> <i>(4a alternative)</i>	I am aware of the importance of a positive self-esteem and what I can do to develop it	I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.