



Appendix 1

Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The 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"> • that families are important for children 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 (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). • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World

<p>Caring Friendships</p>	<ul style="list-style-type: none"> <input type="checkbox"/> how important friendships are in making us feel happy and secure, and how people choose and make friends the characteristics of friendships, including mutual <input type="checkbox"/> 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 <input type="checkbox"/> feel lonely or excluded that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even <input type="checkbox"/> 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, managing conflict, how <input type="checkbox"/> to manage these situations and how to seek help or advice from others, if needed 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World
<p>Respectful Relationships</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 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 practical steps they can <input type="checkbox"/> take in a range of different contexts to improve or support respectful relationships <input type="checkbox"/> the conventions of courtesy and manners <input type="checkbox"/> the importance of self-respect and how this links to their own happiness that in <input type="checkbox"/> 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 <input type="checkbox"/> positions of authority about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying <input type="checkbox"/> to an adult) and how to get help what a stereotype is, and how stereotypes can be <input type="checkbox"/> unfair, negative or destructive the importance of permission seeking and giving in relationships with friends, peers and adults 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World

<p>Online relationships</p>	<ul style="list-style-type: none"> <input type="checkbox"/> that people sometimes behave differently online, including by 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 including when we are anonymous. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. <input type="checkbox"/> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. <input type="checkbox"/> 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
<p>Being safe</p>	<ul style="list-style-type: none"> <input type="checkbox"/> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). <input type="checkbox"/> 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. <input type="checkbox"/> that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. <input type="checkbox"/> how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. how to recognise and report feelings of being unsafe or feeling bad about any adult. <input type="checkbox"/> how to ask for advice or help for themselves or 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 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"> • 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, nervousness) and scale of emotions that all humans experience in relation 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, voluntary and service-based activity on mental well-being and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • 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). 	<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"> ☐ 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. 	
Internet safety and harms	<ul style="list-style-type: none"> ☐ 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 and 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 and knowhow to recognise and display respectful behaviour online and 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, including that from search engines, is ranked, selected and targeted. 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"> ☐ the characteristics and 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, 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. 	<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"> <input type="checkbox"/> what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and <input type="checkbox"/> preparing a range of healthy meals. the characteristics of a poor <input type="checkbox"/> 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"> <input type="checkbox"/> Healthy Me
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <input type="checkbox"/> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 	
Health and Prevention	<ul style="list-style-type: none"> <input type="checkbox"/> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. <input type="checkbox"/> about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. <input type="checkbox"/> the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. <input type="checkbox"/> about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. <input type="checkbox"/> about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. the <input type="checkbox"/> 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"> <input type="checkbox"/> Healthy Me
Basic first aid	<ul style="list-style-type: none"> <input type="checkbox"/> how to make a clear and efficient call to emergency services if necessary. <input type="checkbox"/> 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"> <input type="checkbox"/> Healthy Me
Changing adolescent body	<ul style="list-style-type: none"> <input type="checkbox"/> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. <input type="checkbox"/> about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Changing Me • Healthy Me

