



# Relationships Health Education

Last revised: May 2021

## **Policy Statement**

This is a whole school policy and applies to all members of Lyndhurst School including Early Years (Reception and Pre-Reception) – Little Lyndhurst, Pre-Prep and Prep School. At Lyndhurst School we teach Personal, Social, Health Education as a whole-school approach to underpin pupils' development as people and because we believe that this also supports their learning capacity.

We use a nationally recognised scheme, Jigsaw, which offers a comprehensive, carefully thought-through planned curriculum. This brings consistency and progression to our pupils' learning in this vital curriculum area.

This also supports the "Personal Development" and "Behaviour and Attitude" 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 pupils.

## **Introduction**

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. The School recognises its responsibility to promote the spiritual, moral, cultural, mental and physical development of its pupils.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.



This Policy follows the DfE statutory guidance '[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)' June 2019 which states that Relationships Education is compulsory in primary schools.

*"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."*

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

*"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*

Each individual is encouraged to behave in a natural, happy and responsible way and to be mindful of the needs of others.

### **Associated Policies and Documents**

- Lyndhurst School PSCHE Policy
- Lyndhurst School Curriculum Policy
- The Equality Act 2010
- Lyndhurst School Safeguarding Policy

### **Aims and Ethos**

The aim of Relationships Health Education is 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, both physically and mentally.

Through the provision of high quality, evidence-based and age-appropriate teaching, the School aims to prepare pupils for the opportunities, responsibilities and experiences of adolescence and adult life.

It seeks to provide a safe and stimulating environment which, in partnership with parents and the wider community, will enable pupils to learn about moral, physical and emotional development.



## **Principles for Teaching RHE**

Relationships Health Education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of stable and loving relationships, respect, love and care. It prepares children for the changes and challenges of puberty and allows them to consider the responsibilities of adulthood. It also teaches about reproduction and sexual health but does not promote early sexual activity or any one type of relationship.

At all times, teaching of RHE will be sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law. The school will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. The school will comply with the relevant provisions of the Equality Act (2010) under which sexual orientation and gender reassignment are protected characteristics.

### **Why should it be taught in school?**

Relationships Health Education begins at a very early age and, while much of it is learnt from parents, it is also received from friends, books, magazines, television, internet, music, films and so on. Some of this information can be incorrect, confusing or frightening. Relationships Health Education in School provides a secure framework and environment in which pupils can be given the facts using appropriate materials. It also allows them to develop necessary personal skills and a positive attitude to sexual health and well-being.

Wide ranging research has shown that pupils want information about changes and situations they will experience before they happen to them. A structured programme in school increases the probability of this being achieved. Also, although pupils want to be able to discuss relationships and sex with their parents, many parents and pupils prefer the school to take a lead and provide a springboard for the discussion. A partnership between home and school and open dialogue between parent and pupil are the ideal.



### **Relationships Health Education will:**

Provide information which is easy to understand and relevant and appropriate to the age and maturity of the pupils;

- include the development of communication and social skills;
- encourage the exploration and clarification of values and the development of positive attitudes.

Through Relationships Health Education we want to ensure that the pupils:

- develop confidence in talking, listening and thinking about feelings, friendships and relationships;
- are able to name parts of their body and describe how their bodies work;
- can protect themselves and ask for help and support;
- are prepared for puberty;
- learn about the nature of marriage/stable relationships and their importance for family life and the bringing up of children;
- understand and respect different types of relationships, including friendships, family relationships and dealing with strangers;
- understand the characteristics of healthy relationships;
- understand how relationships may affect mental and physical health.

In the Prep School

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- understand the law regarding the age of consent and sexual activity should be within a loving, responsible relationship;
- are aware of online safety with regard to forming relationships;
- understand and respect all sexual orientations;
- understand the consequences of their actions and behave responsibly within relationships including the concept of consent;
- have the confidence and self-esteem to value themselves and others;
- communicate effectively;
- have sufficient skills and information to be able to protect themselves.

### **Procedures**

Relationships Health Education is not taught in isolation. It is rooted in our PSCHE programme and the science curriculum and it is supported by the whole School's ethos.

Lessons are accessible to all pupils including those with special educational needs and disabilities. These pupils can be more vulnerable to bullying; therefore, sensitive and age-appropriate relationship education is an essential part of their learning and the learning of others.



## **Curriculum**

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSCH, as our chosen teaching and learning programme and tailor it to your children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory RHE requirements.

The focus is on teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and the relationships with other children and with adults.

Relationships Health Education is made of 5 areas of focus:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

At Lyndhurst School, puberty is taught as a statutory requirement in a scientific context, we have opted to teach this in a scientific manner, as we believe this is most appropriate for our pupils. The pupils are also introduced to the early concepts of sex education in a graduated age-appropriate way, drawing on knowledge of the human life cycle set out in the science curriculum and ensuring that both boys and girls are prepared for the changes that adolescence brings.

The Science National Curriculum requires that in the Year One and Year Two pupils are taught:

- that animals, including humans, move, feed, grow, use their senses and reproduce
- to recognise and compare the main external parts of the bodies of humans and other animals
- that humans and other animals can produce offspring and that these offspring grow into adults
- to recognise similarities and differences between themselves and others, and to treat others with sensitivity

In Years 3 to 6 the following concepts are revisited as part of the compulsory science curriculum:

- that the life processes common to humans and other animals include nutrition,
- growth and reproduction
- about the main stages of the human life cycle

The Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw such as 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.



The Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw such as the Celebrating Difference Puzzle which 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.

We believe it is important that the children at Lyndhurst are given the tools to understand about human reproduction before they leave.

### **Delivery**

All form teachers are familiar with this policy and the Jigsaw Scheme and will be prepared to support pupils and answer direct questions, as appropriate.

The School is committed to employing active learning methods which involve pupils' full participation. It is essential that we enable the pupils to develop their confidence in talking, listening and thinking about relationships and sex, in a loving relationship.

All lessons will be taught to full classes, with gender groupings within the class for certain topics, as deemed appropriate.

**Ground rules** help to create a safe environment for both teacher and pupil, across the school we follow the Jigsaw Charter. The ground rules have been followed throughout the year and are reinforced with each class before Relationships Health Education lessons commence.

**Distancing techniques** help to avoid embarrassment and protect privacy. Role play, case studies with invented characters, appropriate videos, etc can help pupils to discuss issues in a depersonalised, safe environment.

**Dealing with questions.** Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teachers will be supported and prepared for the unexpected, for example:

- the ground rules should be referred to if a question is too personal;
- if a teacher does not know the answer to a question they should acknowledge this and research it later;
- question boxes may be used so pupils may ask a question without having to do so publicly;
- if a teacher feels that a question is too explicit, is too advanced for a pupil, is inappropriate for the whole class or raises any safeguarding concerns, the teacher should acknowledge the question and promise to deal with it on an individual basis. The teacher will inform parents about any issue or question that he/she feels needs to be followed up at home unless that matter raises safeguarding concerns when advice will first be sought from the DSL;
- if a teacher is concerned that a child has disclosed any matter which raises a safeguarding concern, they should follow the school's Safeguarding and Child Protection policy and make a report to the DSL immediately.

**Discussion and reflection** should be a part of the Relationships Health Education lessons. Active learning ensures opportunities for considering beliefs and attitudes and for developing greater understanding. Watching a video or reading written material must be used only to support or to complement wider structured activities. Information in written form may be useful for the pupils to have for future reference.



## **Working with Parents**

Parents are the key people in:

- teaching their children about relationships and sex;
- maintaining the culture and ethos of the family, in whatever form it takes;
- helping their children cope with the emotional and physical aspects of growing up
- preparing them for the challenges and responsibilities that sexual maturity brings.

Parents need to know that the personal beliefs and attitudes of the teachers will not influence the teaching of Relationships Health Education. Teachers will work within the guidelines of this policy and the long-term planning.

The school will provide support for parents through sharing with them the school's Relationships Health Education programme contents through the curriculum maps under PSHE shared half termly or termly.

Parents have the right to request the withdrawal of their children from the Sex Education part provided at school except for those parts included in the Science lessons. Any such request should be made to the Headteacher. The school will make alternative arrangements for pupils in such cases.

## **Safeguarding & Confidentiality**

The best interests of the child are our main concern. Children have a right to expect school to be a safe and secure environment. Teachers need to be aware that effective Relationships Health Education can lead to disclosures from pupils, often unintentionally, that raise child protection concerns.

Key points to be aware of are:

- the school has in place a Safeguarding and Child Protection policy and a Confidentiality policy;
- teachers can never offer or guarantee unconditional confidentiality;
- any visitor from an outside agency involved with pupils in Relationships Health Education will be made aware of the confidentiality rules and whom to approach on the staff with concerns.

## **Resources & Training**

The School is committed to using the best teaching materials and to providing appropriate training and support for staff. The School uses the resources from Jigsaw to support this. Head of PSHE is responsible for monitoring training needs and for researching and providing appropriate resources. On request resources used in RHE lessons will be made available for parents to view prior to use with the children.



## **Legislation & Guidance**

This Policy bears due regard to the following statutory guidance and other advice.

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).





**Relationships Health Education Policy Appendix 1**

[DfE 'Relationships Education, Relationships and Sex Education \(RSE\) and Health Education' Areas of Focus](#)

[Jigsaw-3-11-and-Statutory-Relationships-and-Health-Education-Map](#)

By the end of primary school:

	<b>Pupils should know...</b>	<b>How Jigsaw provides the solution</b>
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• R1 that families are important for children growing up because they can give love, security and stability.</li> <li>• R2 the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• R3 that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• R4 that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</li> <li>• R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul>



<p><b>Caring friendships</b></p>	<ul style="list-style-type: none"> <li>• R7 how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</li> <li>• R10 that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed</li> </ul>	
<p><b>Respectful relationships</b></p>	<ul style="list-style-type: none"> <li>• R12 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• R13 practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• R14 the conventions of courtesy and manners</li> <li>• R15 the importance of self-respect and how this links to their own happiness</li> <li>• R16 that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• R17 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• R19 the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>	



<p><b>Online relationships</b></p>	<ul style="list-style-type: none"> <li>• R20 that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• R21 that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• R24 how information and data is shared and used online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>
<p><b>Being safe</b></p>	<ul style="list-style-type: none"> <li>• R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• R26 about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• R32 where to get advice e.g. family, school and/or other sources.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>



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

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

By the end of primary school:

	<b>Pupils should know</b>	<b>How Jigsaw provides the solution</b>
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• H1 that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>• H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>• H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).</li> <li>• H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>



<p><b>Internet safety and harms</b></p>	<ul style="list-style-type: none"> <li>• H11 that for most people the internet is an integral part of life and has many benefits.</li> <li>• H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• H14 why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• H17 where and how to report concerns and get support with issues online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy Me</li> </ul>
<p><b>Physical health and fitness</b></p>	<ul style="list-style-type: none"> <li>• H18 the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• H20 the risks associated with an inactive lifestyle (including obesity).</li> <li>• H21 how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<p><b>Healthy eating</b></p>	<ul style="list-style-type: none"> <li>• H22 what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• H23 the principles of planning and preparing a range of healthy meals.</li> <li>• H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<p><b>Drugs, alcohol and tobacco</b></p>	<ul style="list-style-type: none"> <li>• H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>	



<p><b>Health and prevention</b></p>	<ul style="list-style-type: none"> <li>• H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• H31 the facts and science relating to immunisation and vaccination</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<p><b>Basic first aid</b></p>	<ul style="list-style-type: none"> <li>• H32 how to make a clear and efficient call to emergency services if necessary.</li> <li>• H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<p><b>Changing adolescent body</b></p>	<ul style="list-style-type: none"> <li>• H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• H35 about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Changing Me</li> <li>• Healthy Me</li> </ul>



## Relationships Health Education Policy Appendix 2

### Relationships Health Education Curriculum

<b>Term</b>	<b>Puzzle (Unit)</b>	<b>Content</b>
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships Health Education in the context of coping positively with change



### **Relationships Education Policy Appendix 3**

#### **Pre-Reception and Reception Relationships and Health Education**

Although the DfE guidance does not specifically have outcomes for the Early Years Foundation Stage, good practice within this age range lays a solid foundation for the learning which will follow in later years.

Relationships are a “Golden Thread” woven throughout the *Jigsaw Programmes* followed by Lyndhurst School, as well as the focus of specific learning in the Relationships Puzzle (unit). Jigsaw is eager to start by building a positive relationship with self and looking outwards to building relationships with others. All of the session plans within Jigsaw include activities to enhance social skills. Many have this explicitly within the main session teaching and/or within the activities suggested for group work.

The DfE Guidance for Primary Schools states that children should learn about families and the characteristics of a healthy family life, and how important friendships are in making us feel happy and secure, and how people choose and make friends. This important work begins in EYFS in Jigsaw, for example in the Celebrating Difference Puzzle (unit), Session 3, and throughout the Relationships Puzzle where Learning Intentions include topics such as how it feels to belong to my family, how to make friends and solve problems in friendships, understanding the impact of unkind words, and being a good friend. These pieces (sessions) on unkind words and feelings approach the concept of bullying in an age-appropriate way.

Celebrating Difference also begins the work on understanding that each person is unique and may be quite different and teaches the children to respect this in others and within themselves, to see difference as a positive.

Stranger Danger is explicitly taught in Healthy Me (piece 6) to sow the seeds for the later learning on recognising who to trust and not to trust and what to do if they feel unsafe.





## Health Education

### **Physical Health and Mental Wellbeing**

The aspects of physical health cited in the guidance as outcomes for Primary School children and which we include in EYFS Jigsaw, such as healthy eating, sleep/rest, regular physical exercise and personal hygiene are approached throughout the Healthy Me Puzzle. They are revisited again in Relationships when we discuss respecting our bodies.

Mindfulness (the ability to observe your thoughts and feelings in the present moment without judgment) is another “Golden Thread” that begins in Early Years so that Key Stage 1 and 2 teaching can build on a solid foundation. Each session, children are invited to participate in Calm Me time. Using the Jigsaw Chime to centre their attention and help build concentration, the practitioner uses the Calm me script to help children relax their bodies and calm their minds. These scripts use very simple breathing and visualisation techniques. These skills are built throughout the EYFS and some lessons (e.g. Relationships Piece 5) show the children how this new skill can be utilised outside of the specific Calm Me time to help them manage their feelings in other situations. This enables children to understand that being aware of how they are feeling and having age-appropriate strategies to cope with those feelings can help them in life and begins the understanding that mental well-being is just as important as physical well-being.

The Learning Intentions from each Jigsaw lesson are included below in sequence from the beginning of the Jigsaw Programme to the end, 6 lessons for each half-term.

Those directly related to Relationships and Health Education are **highlighted**; although it must be remembered that Jigsaw as a whole, is designed to support the EYFS PSE development (Personal, Social, Emotional) outcomes and much of this work underpins Relationships and Health Education.

### **Being Me in My World**

- 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 and this means we should all be allowed to learn and play
- I am learning what being responsible means

### **Celebrating Difference**

- 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



## Dreams and Goals

- 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

## Healthy Me

- 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 especially before I eat and after I go to the toilet
- I know what a stranger is and how to stay safe if a stranger approaches me

## Relationships

- 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

## Changing Me

- 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 about being in Year 1
- I can share my memories of the best bits of this year in Reception