

RSE

At Waltham Holy Cross Primary Academy, we are committed to providing a high-quality, comprehensive approach to Relationships and Sex Education (RSE). We do this by combining the My Happy Mind and Jigsaw programmes – both are fully compliant with the DfE Statutory Relationships & Health Education Guidance. My Happy Mind covers all the mandatory objectives from the DfE Relationships Education Curriculum and also around 70% of the PSHE objectives. Jigsaw compliments My Happy Mind by delivering the remaining PSHE objectives over the course of KS1 and KS2.

My Happy Mind is an NHS-backed programme which focuses on science-based, preventative habits that support and promote good mental health in all children. My Happy Mind is delivered over 5 modules, each child shall experience all the modules below over the course of an academic year. Each module builds progressively, year on year, as the children continue throughout their primary school journey.

Meet Your Brain: Understanding how your brain works and how to ensure we look after it so that we can manage our emotions and be at our best. Growth mindset is a key part of this too.

Celebrate: Understanding your unique Character Strengths and learning to celebrate them. This is a fantastic module for building self-esteem.

Appreciate: Understanding why gratitude matters and how you can develop gratitude as a habit. Gratitude is key to well-being and resilience and we're all about making it a lifelong strategy!

Relate: Understanding why positive relationships matter and how to build them. We're focussed on the building blocks of good relationships and friendships.

Engage: Understanding how to set meaningful goals that matter and how to stay resilient in times of challenge. This module is all about building self-esteem and resilience too.

Throughout the year the children shall also cover 3 of the Jigsaw PSHE units, which again build progressively year on year. These units are:

Healthy Me: Understanding about physical health and mental wellbeing through lessons on topics like healthy eating, personal hygiene, exercise and staying safe (on and off line).

Relationships: This focuses on teaching children how to form and maintain healthy, respectful relationships with themselves and others, covering topics such as friendships, and families.

Changing Me: The unit teaches children about the physical, emotional, and social changes that occur as they grow from babyhood to adulthood. It covers topics such as consent, puberty, body image and positive self-esteem.

Together, these programmes empower our children with the knowledge, skills, and values they need to thrive—both now and in the future.

We also recognise the current and ever-changing risks to children online. Along with the e-safety lessons, which the children shall already cover in our RSE curriculum, the school also supplements this with further e-safety lessons using the platform ProjectEvolve. These e-safety lessons are delivered in an age appropriate manner and start from Nursery right through to Year 6.

The Statutory Framework mentions:

‘Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, cooperate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life’

By the end of the children’s primary school journey, they will have covered all of the below objectives.

Families and people who care for me

By the end of KS2, pupils should know:

- (R1) that families are important for children growing up because they can give love, security and stability.
- (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.
- (R3) that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.
- (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.
- (R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- (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

By the end of KS2, pupils should know:

- (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 or advice from others, if needed.

Respectful relationships

By the end of KS2, pupils should know:

- (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships.
- (R14) the conventions of courtesy and manners.
- (R15) the importance of self-respect and how this links to their own happiness.
- (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- (R19) the importance of permissionseeking and giving in relationships with friends, peers and adults.

Online relationships

By the end of KS2, pupils should know:

- (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.

Being Safe

By the end of KS2, pupils should know:

- (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.

Mental Wellbeing

By the end of KS2, pupils should know:

- (H1) that mental wellbeing is a normal part of daily life, in the same way as physical health.
- (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing 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 wellbeing.
- (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 wellbeing 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.

Internet Safety and Harms

By the end of KS2, pupils should know:

- (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 know how 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.

Physical Health and Fitness

By the end of KS2, pupils should know:

- (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.

Healthy Eating

By the end of KS2, pupils should know:

- (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).

Drugs, Alcohol and Tobacco

By the end of KS2, pupils should know:

- (H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and Prevention

By the end of KS2, pupils should know:

- (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 allergies, immunisation and vaccination.

Basic First Aid

By the end of KS2, pupils should know:

- (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.

Changing Adolescent Body

By the end of KS2, pupils should know:

- (H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- (H35) about menstrual wellbeing including the key facts about the menstrual cycle.

At Waltham Holy Cross Primary Academy, although not statutory, we teach Sex Education under the piece puzzle Changing Me. Sex Education lessons take place in Year 5 and Year 6. Parents are informed of the content annually and invited to discuss any content with the school.

My Happy Mind Curriculum Overview



Jigsaw PSHE Curriculum Content Overview

Age Group	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	<ul style="list-style-type: none"> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety 	<ul style="list-style-type: none"> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend 	<ul style="list-style-type: none"> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6 (Y1)	<ul style="list-style-type: none"> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness 	<ul style="list-style-type: none"> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships 	<ul style="list-style-type: none"> Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7 (Y2)	<ul style="list-style-type: none"> Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food 	<ul style="list-style-type: none"> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships 	<ul style="list-style-type: none"> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8 (Y3)	<ul style="list-style-type: none"> Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices 	<ul style="list-style-type: none"> Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends 	<ul style="list-style-type: none"> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Healthy Me	Relationships	Changing Me
Ages 8-9 (Y4)	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10 (Y5)	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11 (Y6)	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition