

## RSE

At Waltham Holy Cross Primary Academy, our RSE curriculum is continually developing and meets the national curriculum requirements. We deliver this through the curriculum provided by Jigsaw – a whole-school approach in developing the children's personal, social and emotional awareness. Focusing on the whole child, holistically.

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.'*

Jigsaw allows us as a school to embed these aspirations over 6 strands (pieces). Year on year (from EYFS to Year 6) our children build upon each piece, thus building on their knowledge and understanding. Our aim is to ensure that all children leave our school with the tools and skills needed to allow them to not only be successful in the future but also navigate through life's future challenges.

### **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.

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

### **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.

Jigsaw is fully compliant with the DfE Statutory Relationships & Health Education Guidance. Each half term focuses on a particular puzzle piece (unit of work). Lessons will, during the children's KS2 journey, cover all of the above objectives. Below is a snapshot overview of the depth and breadth of the curriculum coverage.

### Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	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	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	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	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
<b>Ages 9-10</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	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
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	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

Our RSHE curriculum at NET is supplemented by the NHS backed and approved programme, 'My Happy Mind'.

MyHappyMind was created for schools with a very simple mission: to give today's children the skills to thrive in tomorrow's world. This programme gives children the preventative strategies, skills and tools they need to thrive in the modern world. <https://myhappymind.org/>