



Personal, Social, Health Education [PSHE]

&

Relationships, Sex and Health Education [RSE] Policy



Name of School	Edleston Primary School
Date of policy	June 2024
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Parent, governor and staff consultations	May 2024
Review	June 2025 [unless new guidance is published]

CONSIDERATION

ASPIRATION

RESPONSIBILITY

ENJOYMENT



Context

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. This policy meets the requirements that schools publish a Relationships and Sex Education policy and does this within the wider context of Personal, Social and Health Education.

PSHE

At Edleston 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. The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects evaluated 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.

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."

"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 Edleston 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 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. [See Appendix 1].

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)
 - Social, emotional and mental wellbeing in primary and secondary education. (NICE guidance)
 - Promoting and supporting mental health and wellbeing in schools and colleges (guidance for schools and colleges)
 - Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
 - 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).
 - The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE

What do we teach when and who teaches it?

Whole-school approach 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.
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.

At Edleston Primary School we allocate regular time 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 and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Differentiation/SEND

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. Schools need to demonstrate how delivery of the content will be made accessible to all pupils, including those with SEND. Schools should be aware that some pupils are more vulnerable to

exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects. In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the schools safeguarding policy is followed. Updated government safeguarding guidance is now available (Keeping Children Safe In Education 2023) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holidays especially during the transition from primary to secondary schools is thought to be a key risk time for FGM.

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.

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 in 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 Changing me puzzle [unit].

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, 'Sex Education is not compulsory in primary schools'. (p. 23) Schools are to determine the content of sex education at primary school. Sex education 'should 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 and born'. At Edleston Primary School, we believe children should understand the facts about human reproduction before they leave primary school so that they know how to report concerns or abuse, and the vocabulary and confidence needed to do so. We define Sex Education as understanding human reproduction. We intend to teach this through the Jigsaw programme.

Parents' right to request their child be excused from Sex Education

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17 At Edleston Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g. Year 4, Lesson 2 (Having a baby) Year 5, Lesson 4 (Conception) Year 6, Lesson 3 (Conception, birth)

The school will inform parents of this right by letter. RSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- RE Policy
- Safeguarding/Child Protection Policy
- Special Educational Needs Policy

As Jigsaw materials are copyrighted the school is not permitted to put teaching materials on the public facing website, or provide electronic copies of materials to parents and carers at home.

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 Edleston 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, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see: 'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

Assessment, Recording and tracking progress

To support the teacher in tracking each child's PSHE learning progress throughout the year, work will be recorded in floor books. Teachers use their judgement for each child in their class and complete their own teaching assessment. This enables teachers to identify areas to support their children further through circle time and assemblies.

Monitoring and evaluation

The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

External contributors

External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to the Jigsaw PSHE programme. Their input should be carefully planned and monitored so as to fit into and complement the programme. The Learning Environment Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year

and are reinforced in every Piece – by using The Jigsaw Charter. (Ideally, teachers and children will discuss and adapt their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

The Jigsaw Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSE- and Drug and Alcohol Education-related issues are varied. However, while personal views are respected, all RSE and Drug and Alcohol Education issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion. Both formal and informal RSE and Drug and Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the DSL / DDSL if they are concerned. Our school believes that RSE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context

Girl's understanding of sanitary products and disposal in school

As part of lessons on puberty girls will be made aware of the procedures in place for accessing and the safe disposal of sanitary products. The school is aware that period poverty can be an issue for some pupils, and will to the best of its ability ensure that girls have access to appropriate sanitary products during school time.

Involving parents and carers

Edleston Primary School believes that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHE programme. Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, Geography, History, RE, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Parents and carers are/will be given the opportunity to find out about and discuss the Jigsaw PSHE programme through:

- * Parent/carer Jigsaw awareness session on request
- * Information newsletter/displays
- * The school website

Confidentiality and Child Protection/Safeguarding Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the designated safeguarding lead who takes action as laid down in Edleston Primary school Child Protection and Safeguarding Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection and Safeguarding issues. The child concerned will be informed

that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Dissemination

This policy is available on our school website where it can be accessed by the community.

The role of the headteacher

It is the responsibility of the headteacher to ensure that staff and parents are informed about the RSE policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. Above and beyond in PSHE Edleston Primary school PSHE curriculum is implemented through effective whole school delivery of Jigsaw from EYFS to Y6.

The aim of Jigsaw is: "To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community."

Personal:

- Members of the School Council who are elected by their peers;
- Mental health and wellbeing ambassadors
- British Values;
- Subject representatives to share pupil voice for their subjects;
- We have recently become a Thrive

Social:

- Mentors who support other pupils during break times;
- Dedicate time complete team building activities;
- Group work with target children to work on friendships through NHS Mental Health Practitioners who work on site each week.
- We have a member of staff trained as a Mental Health First Aider who is given time to support allocated children and their families.

Health:

- Extra curricular activities after school, including multi sports;
- Healthy packed lunch policy;
- Sports ambassadors who promote sports participation and encourage healthy lifestyles; Economic:
- Harvest festival is celebrated each year to raise awareness of countries with poor economic status and the theme of sharing and supporting those in need who are not as wealthy as ourselves might be;
 - Charity days where the school raises money for those children and who are in need eg Children in need and St Luke's Hospice Elf Run, ;

Emotional Literacy:

- Every classroom has a Worry Monster for pupils to place their worries and concerns;
- Check that every child can name trusted/safe adults within school ;
- 1:1 is available with an adult, as and when pupils want to talk about anything that concerns them;
- Emotional literacy is developed across the school and has a whole school focus;
- We have a member of Staff trained and delivering ELSA and MELSA sessions.

Spiritual:

- Assemblies take place every week;
- Special assemblies in Church as well as having visitors come into school to take assemblies such as the food bank to celebrate harvest festival to engage with our wider community;

This list is not exhaustive but all of these enable Edleston to go above and beyond the requirements of the National Curriculum in PSHE.

Jigsaw PSHE supplementary documents needed to explain this policy:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)
- Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?

Policy Review

This policy is reviewed annually.

Appendix 1 – Relationships and sex education curriculum map

The [Statutory guidance in the Relationships Education](#) document states that by the end of primary the children should know:

Statutory requirement	JIGSAW lessons that support the teaching and learning of this
R1. That families are important for children growing up because they can give love, security and stability.	Y1 lesson 1 (Summer 1) Y2 lesson 1 (Summer 1) Y3 lesson 1 (Autumn 2), lesson 1 (Spring 1), lesson 5 (Summer 2) Y4 Lesson 1 & 2 (Summer 2) Y6 Lesson 3 (Summer 2)
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.	Y1 Lesson 1 (Summer 1) Y2 Lesson 1 (Summer 1) Y3 Lesson 1 (Autumn 2), Lesson 1 (Summer 1), Lesson 5 (Summer 2) Y4 Lesson 6 (Summer 1), Lesson 1 & 2 (Summer 2)
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.	Y1 Lesson 1 (Summer 1) Y2 Lesson 1 (Summer 1) Y3 Lesson 1 (Autumn 2), Lesson 1 (Summer 1), Lesson 5 (Summer 2) Y4 Lesson 1 & 2 (Summer 2) Y6 Lesson 2 (Autumn 2)
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.	Y1 Lesson 1 (Summer 1) Y2 Lesson 1 (Summer 1) Y3 Lesson 2 (Autumn 2), Lesson 1 (Summer 1), Lesson 5 (Summer 2) Y4 Lesson 6 (Summer 1), Lesson 1 & 2 (Summer 2) Y6 Lesson 3 & 4 (Summer 2)
R5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	Y2 Lesson 1 (Summer 1) Y3 Lesson 1 (Autumn 2)
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.	Y1 Lesson 6 (Summer 2) Y2 Lesson 1 & 4 (Summer 1) Y3 Lesson 2 (Autumn 2) Y4 Lesson 1 & 2 (Autumn 1) Y6 Lesson 5 (Autumn 1), Lesson 3 & 4 (Spring 2), Lesson 4 (Summer 2)
R7. How important friendships are in making us feel happy and secure, and how people choose and make friends.	Y1 Lesson 2 (Autumn 1), Lesson 5 (Autumn 2), Lesson 2 (Summer 1) Y2 Lesson 6 (Autumn 2), Lesson 3 (Summer 1) Y3 Lesson 1 (Autumn 1), Lesson 6 (Autumn 2), Lesson 2 (Summer 1) Y4 Lesson 1 (Autumn 1), Lesson 1 (Spring 2), Lesson 4 (Summer 1) Y6 Lesson 5 (Autumn 1), Lesson 3 & 4 (Spring 2), Lesson 4 (Summer 2)
Statutory requirement	JIGSAW lessons that support the teaching and learning of this
R8. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	Y1 Lesson 5 (Autumn 2), Lesson 2 (Summer 1) Y2 Lesson 6 (Autumn 2), Lesson 6 (Summer 1) Y3 Lesson 1 (Autumn 1), Lesson 2 (Summer 1) Y4 Lesson 1 (Autumn 1), Lesson 1, 2&5 (Spring 2), Lesson 4&5 (Summer 1) Y6 Lesson 4 (Summer 1), Lesson 4 (Summer 2)
R9. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Y1 Lesson 3 (Autumn 1), Lesson 5 (Autumn 2), Lesson 2 & 5 (Summer 1) Y2 Lesson 5 (Autumn 2), Lesson 3 (Summer 1) Y3 Lesson 1 (Autumn 1), Lesson 5 (Autumn 2), Lesson 2 (Summer 1) Y4 Lesson 1 (Autumn 1), Lesson 5 (Spring 2), Lesson 4-6 (Summer 1) Y5 Lesson 3 & 4 (Autumn 2) Y6 Lesson 4 (Summer 1), Lesson 4 (Summer 2)
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.	Y1 Lesson 5 (Autumn 2), Lesson 2 & 5 (Summer 1) Y2 Lesson 6 (Autumn 2), Lesson 3 (Summer 1) Y3 Lesson 5 (Autumn 2), Lesson 2 (Summer 1) Y4 Lesson 2 & 5 (Spring 2), Lesson 4 (Summer 1) Y5 Lesson 3 & 4 (Autumn 2) Y6 Lesson 4 (Summer 1)
R11. How to recognise who to trust and who not to trust, how to judge	Y1 Lesson 5 (Autumn 2), Lesson 2, 4 & 5 (Summer 1) Y2 Lesson 4 (Autumn 2), Lesson 5 (Summer 1) 2), Lesson 2, 4 & 5 (Summer 1)

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.	Y2 Lesson 4 (Autumn 2), Lesson 5 (Summer 1) Y3 Lesson 3 & 4 (Autumn 2), Lesson 3 (Summer 1) Y4 Lesson 2 (Autumn 1), Lesson 2 & 3 (Autumn 2), Lesson 1, 2, 5 & 6 (Spring 2), Lesson 4 (Summer 1) Y5 Lesson 2 & 6 (Summer 1) Y6 Lesson 3 & 4 (Autumn 2), Lesson 3 & 4 (Spring 2), Lesson 5 (Summer 1)
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	Y1 Lesson 3 & 6 (Autumn 1), Lesson 1, 2 & 6 (Autumn 2), Lesson 3 (Spring 1), Lesson 2 & 6 (Summer 1) Y2 Lesson 2-6 (Autumn 1), Lesson 5 & 6 (Autumn 2), Lesson 3 (Spring 1), Lesson 3 & 5 (Summer 1) Y3 Lesson 2 (Autumn 1), Lesson 5 & 6 (Autumn 2), Lesson 1 (Spring 1), Lesson 2 (Summer 1) Y4 Lesson 2 & 3 (Autumn 1), Lesson 2 (Autumn 2), Lesson 3 (Spring 1), Lesson 5 & 6 (Spring 2), Lesson 4-6 (Summer 1) Y5 Lesson 3 & 4 (Autumn 1), Lesson 1 & 2 (Autumn 2), Lesson 5 & 6 (Spring 1), Lesson 4 (Spring 2), Lesson 2-6 (Summer 1) Y6 Lesson 2-6 (Autumn 1), Lesson 2 & 5 (Autumn 2), Lesson 4 (Spring 1)

Statutory requirement	JIGSAW lessons that support the teaching and learning of this
R13. Practical steps they can take in a range of different contexts to improve or support respectful relationships.	Y1 Lesson 5 (Autumn 2), Lesson 6 (Summer 1) Y2 Lesson 5-6 (Autumn 1), Lesson 4-5 (Autumn 2), Lesson 3-4 (Spring 1), Lesson 5 (Summer 1) Y3 Lesson 3 (Autumn 1), Lesson 5 (Autumn 2), Lesson 6 (Spring 1), Lesson 6 (Summer 1) Y4 Lesson 5 (Autumn 1) Lesson 1 & 2 (Autumn 2), Lesson 1, 2 & 5 (Spring 2), Lesson 4 -5 (Summer 1) Y5 Lesson 4 (Autumn 1), Lesson 6 (Autumn 2), Lesson 1-6 (Summer 1) Y6 Lesson 4-6 (Autumn 1), Lesson 5 & 6 (Autumn 2), Lesson 4 (Spring 1), Lesson 4-6 (Summer 1), Lesson 4 & 5 (Summer 2)
R14. The conventions of courtesy and manners.	Y1 Lesson 2 & 3 (Autumn 1), Lesson 3 (Summer 1) Y2 Lesson 2-6 (Autumn 1), Lesson 4-5 (Autumn 2), Lesson 3-6 (Spring 1) Y3 Lesson 5 & 6 (Autumn 1), Lesson 5 (Autumn 2), Lesson 5 (Spring 1) Y4 Lesson 2 & 4 (Autumn 1), Lesson 5 (Spring 1), Lesson 6 (Spring 2), Lesson 4 & 5 (Summer 1) Y5 Lesson 3-6 (Autumn), Lesson 2-6 (Summer 1) Y6 Lesson 4 (Autumn 1)
R15. The importance of self-respect and how this links to their own happiness.	Y1 Lesson 6 (Spring 2), Lesson 5 (Summer 1), Lesson 5 (Summer 2) Y2 Lesson 3 & 4 (Autumn 1), Lesson 2 (Spring 1), Lesson 5 (Summer 2) Y3 Lesson 6 (Autumn 6), Lesson 5 (Spring 1), Lesson 6 (Spring 2) Y4 Lesson 5 & 6 (Autumn 2), Lesson 6 (Spring 2) Y5 Lesson 3 (Autumn 1), Lesson 6 (Autumn 2), Lesson 3 (Spring 1) Lesson 4 & 5 (Spring 2), Lesson 1 (Summer 1), Lesson (Summer 2) Y6 Lesson 1 (Autumn 2), Lesson 1 (Spring 1), Lesson 1 & 6 (Spring 2), Lesson 2 (Summer 1), Lesson 1 & 5 (Summer 2)
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.	Y1 Lesson 3 & 6 (Autumn 1), Lesson 1 & 2 (Autumn 2), Lesson 3 (Spring 1), Lesson 4 & 6 (Summer 1) Y2 Lesson 2-4 (Autumn 1), Lesson 4-6 (Autumn 2), Lesson 3-6 (Spring 1), Lesson 2-5 (Summer 1) Y3 lesson 3 (Autumn 1), Lesson 5 & 6 (Autumn 2), Lesson 6 (Summer 1) Y4 Lesson 3 (Autumn 1), Lesson 5 & 6 (Autumn 2), Lesson 6 (Spring 1), Lesson 5 & 6 (Spring 2), Lesson 4-6 (Summer 1) Y5 Lesson 2 (Autumn 1), Lesson 1 (Autumn 2), Lesson 4 (Spring 1), Lesson 4 (Spring 2), Lesson 2 & 3 (Summer 1) Y6 Lesson 5 & 6 (Autumn 2), Lesson 6 (Spring 1), Lesson 5 & 6 (Spring 1), Lesson 5 (Summer 2)
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.	Y1 Lesson 3 & 4 (Autumn 2), Y2 Lesson 3 (Autumn 2) Y3 Lesson 3-5 (Autumn 2), Lesson 3 (Summer 1) Y4 Lesson 3 (Autumn 2) Y5 Lesson 4 (Autumn 2), Lesson 2 (Summer 1) Y6 Lesson 4 (Autumn 2), Lesson 4 (Summer 1)

Statutory requirement	JIGSAW lessons that support the teaching and learning of this
R18. What a stereotype is, and how stereotypes can be unfair, negative or destructive.	Y2 Lesson 1 & 2 (Autumn 2) Y3 Lesson 5 (Autumn 2), Lesson 1 (Summer 1), Lesson 5 (Summer 2) Y5 Lesson 1 (Autumn 2), Lesson 4 (Spring 2) Y6 Lesson 2 (Autumn 2)
R19. The importance of permission-seeking and giving in relationships with friends, peers and adults.	Y1 Lesson 5 (Autumn 2), Lesson 3 & 4 (Summer 1), Lesson 4 (Summer 2) Y2 Lesson 2 (Autumn 1), Lesson 4 & 5 (Autumn 2), Lesson 4-6 (Spring 1), Lesson 2 & 4 (Summer 1), Lesson 5 (Summer 2) Y3 Lesson 5 & 6 (Autumn 1), Lesson 2 (Summer 1) Y4 Lesson 4 (Autumn 1), Lesson 2&6 (Spring 2), Lesson 4&6 (Summer 2) Y5 Lesson 2 & 3 (Summer 1) Y6 Lesson 3 (Autumn 2), Lesson 6 (Spring 2), Lesson 4 (Summer 1), Lesson 4&5 (Summer 2)
R20. That people sometimes behave differently online, including by pretending to be someone they are not.	Y1 Additional lesson (Summer 1) Y2 Lesson 4 (Autumn 2), Lesson 4 (Summer 1) Y3 Lesson 5 (Autumn 2), Lesson 5 (Spring 2), Lesson 3 (Summer 1) Y4 Lesson 2 (Autumn 2), Lesson 2 & 5 (Spring 2) Y5 Lesson 2-6 (Summer 1) Y6 Lesson 5 (Summer 1)
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.	Y1 Additional lesson (Spring 2) Y2 Lesson 3 (Autumn 2) Y3 Lesson 4 (Autumn 1), Lesson 5 (Autumn 2), Lesson 5 (Spring 2), Lesson 3 (Summer 1) Y4 Lesson 2 (Autumn 2), Lesson 2 (Spring 2) Y5 Lesson 2-6 (Summer 1) Y6 Lesson 3 (Autumn 2), lesson 5 & 6 (Summer 1)
R22. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	Y1 Addition lesson (Spring 2) Y2 Lesson 3 (Autumn 2), Lesson 4 (Summer 1) Y3 Lesson 4 & 5 (Spring 2), Lesson 3 (Summer 1) Y4 Lesson 2 & 3 (Autumn 2), Lesson 2 & 6 (Spring 2) Y5 Lesson 2-6 (Summer 1) Y6 Lesson 5 & 6 (Summer 1)
R23. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	Y1 Additional lesson (Spring 2) Y3 Lesson 5 (Autumn 2), Lesson 4 & 5 (Spring 2), Lesson 3 (Summer 1) Y5 Lesson 2-6 (Summer 1) Y6 Lesson 5 & 6 (Summer 1)
R24. How information and data is shared and used online.	Y3 Lesson 4 & 5 (Spring 2), Lesson 3 (Summer 1) Y5 Lesson 2-6 (Summer 1) Y6 Lesson 5 & 6 (Summer 1)

Statutory requirement	JIGSAW lessons that support the teaching and learning of this
R25. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	Y1 Lesson 5 (Autumn 2), Lesson 3 & 5 (Summer 1), Lesson 4 (Summer 2) Y2 Lesson 2 (Autumn 1), Lesson 4 & 5 (Autumn 2), Lesson 2 (Summer 1), Lesson 5 (Summer 2) Y3 Lesson 6 (Autumn 1), Lesson 5 (Autumn 2), lesson 4 & 5 (Spring 2), Lesson 3 (Summer 1) Y4 Lesson 5 (Autumn 1), Lesson 2 (Autumn 2), Lesson 2, 5 & 6 (Spring 2), lesson 4 & 5 (Summer 1) Y5 Lesson 4 (Spring 2), Lesson 2 & 3 (Summer 1), Lesson 1 (Summer 2) Y6 Lesson 4 (Autumn 1), Lesson 3 (Autumn 2), Lesson 3 & 4 (Spring 2). Lesson 4-6 (Summer 1)
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.	Y1 Lesson 3 (Summer 1), Lesson 4 (Summer 2) Y2 Lesson 4 (Summer 1), Lesson 4 & 5 (Summer 2) Y2 Lesson 4 (Summer 1), Lesson 4 & 5 (Summer 2) Y3 Lesson 4 & 5 (Spring 2), Lesson 3 (Summer 1) Y4 Lesson 2 & 3 (Summer 2) Y5 Lesson 2 & 3 (Summer 1), Lesson 1 (Summer 2) Y6 Lesson 6 (Spring 2), Lesson 4-6 (Summer 1)
R27. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	Y1 Lesson 3 (Summer 1), Lesson 4 (Summer 2) Y2 Lesson 2 (Summer 1), Lesson 4 (Summer 2) Y3 Lesson 4 (Summer 2) Y4 Lesson 1 (Summer 2) Y5 Lesson 4 (Spring 2), Lesson 1 (Summer 1) Y6 Lesson 1&6 (Spring 2), Lesson 1&2 (Summer 1), Lesson 1&5 (Summer 2)
R28. How to respond safely and appropriately to adults they may encounter (in all contexts, inc. online) whom they do not know.	Y1 Lesson 3 & 4 (Summer 1) Y2 Lesson 2 (Summer 1) Y3 Lesson 4 & 5 (Spring 2) Y6 Lesson 4-6 (Summer 1)
R29. How to recognise and report feelings of being unsafe or feeling bad about any adult.	Y1 Lesson 3 & 4 (Autumn 2), Lesson 4 (Summer 2) Y2 Lesson 2 (Summer 1), Lesson 4 & 5 (Summer 2) Y3 Lesson 4 & 5 (Spring 2) Y4 Lesson 5 (Spring 2) Y5 Lesson 3 (Autumn 2), Lesson 2 & 3 (Summer 1) Y6 Lesson 5 (Summer 1)
R30. How to ask for advice or help for themselves or others, and to keep trying until they are heard	Y1 Lesson 5 (Spring 1), Lesson 5 (Summer 1) Y2 Lesson 4 (Autumn 2), Lesson 2 (Spring 1), Lesson 2 (Summer 1), Lesson 5 (Summer 2) Y3 Lesson 4 (Autumn 2), Lesson 4 & 5 (Spring 2) Y4 Lesson 4 (Autumn 2), Lesson 3 & 4 (Spring 2) Y5 Lesson 3 (Autumn 2), Lesson 3 (Spring 2), Lesson 2 (Summer 1) Y6 Lesson 4 (Autumn 2), Lesson 5 & 6 (Spring 2), Lesson 4 (Summer 1), Lesson 2 (Summer 2)

Statutory requirement	JIGSAW lessons that support the teaching and learning of this
R31. How to report concerns or abuse, and the vocabulary and confidence needed to do so.	Y1 Lesson 4 (Autumn 2) Y2 Lesson 4 (Autumn 2), Lesson 4 & 5 (Summer 1), Lesson 5 (Summer 2) Y3 Lesson 3 & 4 (Autumn 2), Lesson 4 & 5 (Spring 2) Y4 Lesson 3 (Autumn 2), Lesson 3 & 4 (Spring 2) Y4 Lesson 3 (Autumn 2), Lesson 3 & 4 (Spring 2) Y5 Lesson 2 (Autumn 2), Lesson 3 (Spring 2), Lesson 2 (Summer 1) Y6 Lesson 3 & 4 (Autumn 2), Lesson 1-6 (Spring 2), Lesson 4 (Summer 1)
R32. Where to get advice e.g. family, school and/or other sources.	Y1 Lesson 4 (Autumn 1), Lesson 4 (Summer 1), Lesson 6 (Summer 2) Y2 Lesson 2 (Autumn 1), Lesson 4 (Autumn 2), Lesson 2 & 4 (Summer 1), Lesson 5 (Summer 2) Y3 Lesson 2 (Autumn 1), Lesson 4 (Autumn 2), Lesson 4 & 5 (Spring 2), Lesson 3 (Summer 1) Y4 Lesson 3 (Autumn 2), Lesson 3-5 (Spring 2), Lesson 4 (Summer 1) Y5 Lesson 3 & 4 (Autumn 2), Lesson 3 (Spring 2), Lesson 2 (Summer 1) Y6 Lesson 3 (Autumn 2), Lesson 1-6 (Spring 2), Lesson 1-6 (Summer 1), Lesson 2 & 3 (Summer 2)
H1. That mental wellbeing is a normal part of daily life, in the same way as physical health.	Y1 Lesson 1 & 2 (Spring 2) Y2 Lesson 2 (Spring 2) Y3 Lesson 6 (Spring 2) Y4 Lesson 6 (Spring 2) Y5 Lesson 6 (Spring 1), Lesson 6 (Summer 1), Lesson 6 (Summer 2) Y6 Lesson 1,5&6 (Spring 2),Lesson 1&2 (Summer 1),Lesson 1&5 (Summer 2)
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.	Y1 Lesson 4 (Autumn 1), Lesson 6 (Autumn 2) Lesson 1 (Spring 1), Lesson 1(Spring 2), Lesson 6 (Summer 1), Lesson 6 (Summer 2) Y2 Lesson 1 (Autumn 1), Lesson 1, 5 & 6 (Autumn 2), Lesson 1 & 5 (Spring 1), Lesson 2 (Spring 2), Lesson 4-6 (Summer 1), Lesson 6 (Summer 2) Y3 Lesson 2 & 3 (Autumn 1), Lesson 6 (Autumn 2), Lesson 5 & 6 (Spring 1), Lesson 4 (Spring 2), Lesson 2 (Summer 1), Lesson 1-6 (Summer 2) Y4 Lesson 1(Autumn 1), Lesson 6 (Autumn 2), Lesson 6 (Spring 1), Lesson 1 (Spring 2), Lesson 2 (Summer 1), Lesson 5 (Summer 2) Y5 Lesson 2 (Autumn), Lesson 3 (Autumn 2), Lesson 1 (Spring 1), Lesson 6 (Spring 1), Lesson 1 (Summer 1), Lesson 3 (Summer 2) Y6 Lesson 2 & 3 (Autumn 1), Lesson 6 (Autumn 2), Lesson 3 (Spring 1), Lesson 2 (Spring 2), Lesson 3 (Summer 1), Lesson 6 (Summer 2)
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.	Y1 Lesson 4 (Autumn 1), Lesson 6 (Autumn 2), Lesson 6 (Spring 1), Lesson 2 (Spring 2), Lesson 5 (Summer 1), Lesson 6 (Summer 2) Y2 Lesson 1 (Autumn 1), Lesson 1, 5&6 (Autumn 2), Lesson 1&5 (Spring 1), Lesson 2 (Spring 2), Lesson 4-6 (Summer 1), Lesson 6 (Summer) Y3 Lesson 2 & 3 (Autumn 1), Lesson 6 (Autumn 2), Lesson 5 & 6 (Spring 1), Lesson 4 (Spring 2), Lesson 2 (Summer 1), Lesson 1-6 (Summer 2) Y4 Lesson 1 (Autumn 1), Lesson 6 (Autumn 2), Lesson 6 (Spring 1), Lesson 1(Spring 2), Lesson 2 (Summer 1), Lesson 5 (Summer 2) Y5 Lesson 2 (Autumn 1), Lesson 3 (Autumn 2), Lesson 1 (Spring 1), Lesson 6 (Spring 2), Lesson 1 (Summer 1), Lesson 3 (Summer 2)
Statutory requirement	JIGSAW lessons that support the teaching and learning of this
H3. continued...	Y6 Lesson 2 & 3 (Autumn 1), Lesson 6 (Autumn 2), Lesson 3 (Spring 1), Lesson 2 (Spring 2), Lesson 3 (Summer 1), Lesson 6 (Summer 2)
H4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Y1 Lesson 5 (Autumn 1), Lesson 5 (Spring 2), Lesson 2 (Summer 2) Y2 Lesson 4 (Autumn 2), Lesson 6 (Spring 1) Y3 Lesson 2 (Autumn 2), Lesson 2 (Spring 1) Y4 Lesson 5 (Autumn 2), Lesson 5 (Spring 2), Lesson 3 (Summer 1),Lesson 4 (Summer 2) Y5 Lesson 2 (Autumn 2), Lesson 5 & 6 (Spring 2), Lesson 1 (Summer 1), Lesson 5 & 6 (Summer 2) Y6 Lesson 4 (Autumn 1), Lesson 1 (Autumn 2), Lesson 5 (Spring 1), Lesson 5 & 6 Spring 2). Lesson 1-3 (Summer 1), Lesson 1, 5 & 6 (Summer 2)
H5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	Y1 Lesson 1, 2 & 6 (Spring 2) Y2 Lesson 1, 2, 4, 5 & 6 (Spring 2) Y3 Lesson 1 & 2 (Spring 2) Y5 Lesson 6 (Spring 2), Lesson 5 (Summer 1), Lesson 1 (Summer 2) Y6 Lesson 1, 5 & 6 (Spring 2), Lesson 1 & 2 (Summer 1)
H6. Simple self-care techniques, including the importance of rest, time	Y1 Lesson 1-6 (Spring 2), Lesson 5 & 6 (Summer 1) Y2 Lesson 1-6 (Spring 2)

<p>spent with friends and family and the benefits of hobbies and interests.</p>	<p>Y3 Lesson 1, 2 & 6 (Spring 2) Y5 Lesson 6 (Spring 2), Lesson 1 (Summer 2) Y6 Lesson 1, 5 & 6 (Spring 2), Lesson 1 & 2 (Summer 1), Lesson 1, 5 & 6 (Summer 2)</p>
<p>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.</p>	<p>Y1 Lesson 1 (Autumn 1), Lesson 3 & 4 (Autumn 2) Y2 Lesson 5 (Autumn 2) Y3 Lesson 5 (Autumn 2) Y4 Lesson 2 & 3 (Autumn 2), Lesson 2 & 4 (Summer 1) Y5 Lesson 5 (Autumn 1), Lesson 3 & 4 (Autumn 2), Lesson 1 (Summer 1) Y6 Lesson 1-3 (Autumn 2), Lesson 4 (Spring 1), Lesson 1, 5 & 6 (Spring 2), Lesson 1-3 (Summer 1), Lesson 1 (Summer 2)</p>
<p>H8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p>	<p>Y1 Lesson 3 & 4 (Autumn 2) Y2 Lesson 5 Autumn 2) Y3 Lesson 3-5 (Autumn 2) Y4 Lesson 2 & 3 (Autumn 2) Y5 Lesson 4 (Autumn 2), Lesson 2 & 3 (Summer 1) Y6 Lesson 4 (Autumn 2), Lesson 2-4 (Spring 2), Lesson 4 (Summer 1)</p>
<p>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).</p>	<p>Y1 Lesson 4 (Autumn 2), Lesson 4 (Summer 1) Y2 Lesson 4 (Autumn 2) Y3 Lesson 2-4 (Autumn 2), Lesson 4 & 5 (Spring 2), Lesson 3 (Summer 1) Y4 Lesson 4 (Autumn 2), Lesson 2 (Summer 1) Y5 Lesson 3 & 4 (Autumn 2), Lesson 3 (Spring 2), Lesson 2 & 3 (Summer 1) Y6 Lesson 1-6 (Spring 2), Lesson 1-4 (Summer 1), Lesson 1-6 (Summer 2)</p>

Statutory requirement	JIGSAW lessons that support the teaching and learning of this
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.	Y4 Lesson 4 (Summer 1) Y5 Lesson 4-6 (Spring 2), Lesson 2 & 3 (Summer 1), Lesson 1 (Summer 2) Y6 Lesson 1 & 2 (Autumn 2), Lesson 1-6 (Spring 2), Lesson 1-3 (Summer 1), Lesson 1, 5 & 6 (Summer 2)
H11. That for most people the internet is an integral part of life and has many benefits.	Y3 Lesson 4 & 5 (Spring 2), Lesson 3 (Summer 1) Y5 Lesson 2-6 (Summer 1) Y6 Lesson 5 & 6 (Summer 1)
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.	Y2 Lesson 2 (Spring 2) Y3 Lesson 3 (Summer 1) Y5 Lesson 2-6 (Summer 1) Y6 Lesson 5 & 6 (Spring 2), Lesson 5 & 6 (Summer 1)
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.	Y2 Lesson 3 (Autumn 2) Y3 Lesson 5 (Autumn 2), Lesson 3 (Summer 1) Y4 Lesson 3 (Autumn 2) Y5 Lesson 2-6 (Summer 1) Y6 Lesson 3 & 4 (Autumn 2), Lesson 5 & 6 (Summer 1)
H14. Why social media, some computer games and online gaming, for example, are age restricted.	Y3 Lesson 3 (Summer 1) Y5 Lesson 2-6 (Summer 1) Y6 Lesson 5 & 6 (Summer 1)
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.	Y2 Lesson 3 (Autumn 2), Lesson 3 (Summer 1) Y3 Lesson 5 (Autumn 2), Lesson 3 (Summer 1) Y5 Lesson 2-6 (Summer 1) Y6 Lesson 5 & 6 (Summer 1)
H16. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	Y3 Lesson 3 (Summer 1) Y5 Lesson 2-6 (Summer 1) Y6 Lesson 5 & 6 (Summer 1)
H17. Where and how to report concerns and get support with issues online.	Y2 Lesson 4 (Autumn 2) Y3 Lesson 3 & 4 (Spring 2), Lesson 3 (Summer 1) Y5 Lesson 2-6 (Summer 1) Y6 Lesson 3 & 4 (Autumn 2), Lesson 1-6 (Spring 2), Lesson 1-6 (Summer 1)
H18. The characteristics and mental and physical benefits of an active lifestyle.	Y1 Lesson 1-6 (Spring 2) Y2 Lesson 1,2,3,5 & 6 (Spring 2) Y3 Lesson 1, 2 & 6 (Spring 2) Y5 Lesson 6 (Spring 2), Lesson 1 (Summer 2) Y6 Lesson 1, 5 & 6 (Spring 2), Lesson 1 & 2 (Summer 2)
Statutory requirement	JIGSAW lessons that support the teaching and learning of this
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.	Y1 Lesson 1 & 2 (Spring 2) Y2 Lesson 1 & 2 (Spring 2) Y3 Lesson 1, 2 & 6 (Spring 2) Y5 Lesson 6 (Spring 2) Y6 Lesson 1, 5 & 6 (Spring 2)
H20. The risks associated with an inactive lifestyle (including obesity).	Y2 Lesson 1 & 6 (Spring 2) Y3 Lesson 1 & 2 (Spring 2) Y5 Lesson 6 (Spring 2) Y6 Lesson 6 (Spring 2)
H21. How and when to seek support including which adults to speak to in school if they are worried about their health.	Y1 Lesson 5 (Spring 2) Y2 Lesson 3 (Spring 2) Y3 Lesson 3-5 (Spring 2) Y4 Lesson 3 & 4 (Spring 2) Y5 Lesson 1-6 (Spring 2) Y6 Lesson 1 & 6 (Spring 2), Lesson 1 & 2 (Summer 1)
H22. What constitutes a healthy diet (including understanding calories and other nutritional content).	Y1 Lesson 2 (Spring 2) Y2 Lesson 4 & 5 (Spring 2) Y3 Lesson 1 & 2 (Spring 2)

H23. The principles of planning and preparing a range of healthy meals.	Y1 Lesson 2 (Spring 2) Y2 Lesson 4 & 5 (Spring 2) Y3 Lesson 1 & 2 (Spring 2)
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).	Y1 Lesson 1, 2 & 6 (Spring 2) Y2 Lesson 1, 4 & 5 (Spring 2) Y3 Lesson 1 & 2 (Spring 2) Y4 Lesson 4 (Spring 2) Y5 Lesson 1 & 2 (Spring 2) Y6 Lesson 1 & 2 (Spring 2)
H25. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	Y1 Lesson 4 (Spring 2) Y2 Lesson 3 (Spring 2) Y3 Lesson 3 (Spring 2) Y4 Lesson 3 & 4 (Spring 2) Y5 Lesson 1 & 2 (Spring 2) Y6 Lesson 2 (Spring)
H26. How to recognize early signs of physical illness, such as weight loss, or unexplained changes to the body.	Y4 Lesson 3 & 4 (Spring 2)
H27. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	Additional lessons for all year groups
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.	Y1 Lesson 1 & 2 (Spring 2) Y2 Lesson 2 (Spring 2) Y3 Lesson 2 (Spring 2) Y5 Lesson 5 (Summer 1) Y6 Lesson 5 & 6 (Spring 2)
H29. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	Y1 Lesson 1 & 2 (Spring 2) Y2 Lesson 2 (Spring 2) Y5 additional lesson (Spring 2) Y6 Lesson 1 (Spring 2)
H30. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	Y1 Lesson 3 & 6 (Spring 2)
H31. The facts and science relating to allergies, immunisation and vaccination.	Y6 Lesson 1 (Spring 2)
H32. How to make a clear and efficient call to emergency services if necessary.	Y3 Lesson 4 (Spring 2) Y5 Lesson 3 (Spring 2)
H33. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	Y5 Lesson 3 (Spring 2)
H34. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	Y3 Lesson 3 & 4 (Summer 2) Y4 Lesson 2 & 3 (Summer 2) Y5 Lesson 2-4 (Summer 2) Y6 Lesson 2 (Summer 2) Y3 Lesson 3 & 4 (Summer 2)
H35. About menstrual wellbeing including the key facts about the menstrual cycle.	Y4 Lesson 3 (Summer 2) Y5 Lesson 2 (Summer 2) Y6 Lesson 2 & 3 (Summer 2)