



Relationships & Health Education at The Magdalen Church of England / Methodist School



What does the Statutory Guidance cover?

- This covers broad areas of particular relevance and concern to children and young **people today**. It ensures that every child is guaranteed a PSHE education that covers mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online.
- *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.*

What must primary schools teach in Relationships Education & Health Education?

Relationships and Health Education are compulsory in all primary schools in England. For primary aged children this includes curriculum content under two headings:

Relationships Education

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being safe

Health Education

- 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



What will my child learn in Relationships Education?



'Goodness and Mercy' Progression Outcomes Statements (Relationships Education) mapped to Jigsaw, the mindful approach to PSHE



This document aims to support Church of England schools using Jigsaw PSHE to see how Jigsaw aligns to and works with 'Goodness and Mercy'. It takes the Progression Outcomes Statements from the Diocese of Bristol 'Goodness and Mercy' programme and gives examples of where this topic is evident within primary and secondary Jigsaw PSHE.

As Jigsaw is a spiral curriculum, where topics are introduced and learning built week on week and year on year, the areas listed in the bullet points are or could be covered progressively throughout the lessons listed. For detail of how Jigsaw, the mindful approach to PSHE, fully meets the DfE Statutory RSHE Guidance in lesson-by-lesson detail, please see our Jigsaw mapping documents.

The areas in orange, which are specifically the remit of Church Schools, are not detailed explicitly in Jigsaw PSHE, but could easily be included at the teacher's discretion.

Strand	Key Stage 1	Where covered in Jigsaw Piece = Lesson	Key Stage 2	Where covered in Jigsaw Piece = Lesson
Family	<ul style="list-style-type: none"> Pupils can talk about the people who care for them and give them love, and the things that they do to share that care. Pupils can talk about the ways that they might show that they enjoy being in their families. Pupils can show that they understand that different people have different kinds of families. Pupils can talk about what is the same across all families. Pupils can tell you who they might go to for help if they feel unsafe or unhappy in their family. 	<p>Year 1, Relationships, Pieces 1, 4 and 6</p> <p>Year 2, Relationships, Pieces 1, 5 and 6</p>	<ul style="list-style-type: none"> Pupils can explain that caring relationships are a key feature of positive family life and can describe the different ways in which people care for one another. Pupils can discuss and evaluate the different ways that they can show appreciation to those who care for them. Pupils can explain why it is important to recognise and give respect, that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents, multi-generational families). Pupils can demonstrate that they recognise shared characteristics of healthy family life, (commitment, care, spending time together, being there for each other in times of difficulty etc). Pupils can explain how to recognise if family relationships are making them feel unhappy or unsafe, and can show that they know how to seek help or advice. 	<p>Year 3, Celebrating Difference, Piece 1, Relationships, Piece 1 Changing Me, Piece 5</p> <p>Year 4, Relationships, Piece 6.</p>
Friendship	<ul style="list-style-type: none"> Pupils can describe what a good friend is like. Pupils can talk about how someone can show kindness to someone 	<p>Year 1, Relationships, Pieces 2, 5 and 6</p>	<ul style="list-style-type: none"> Pupils can describe what makes a good friendship, including trust, truth, respect, loyalty, kindness, generosity and shared interests. They can explain why it is important to welcome people who others 	<p>Year 3, Relationships, Pieces 2, 6</p>



	<p>who is a friend in a way that they will like.</p> <ul style="list-style-type: none"> Pupils can describe how to recognise if someone is lonely; can talk about ways in which people can show kindness to someone who is not their friend and try to include them in a game or activity. Pupils can talk about what you can do if you fall out with your friend. 	<p>Year 2, Relationships: Pieces</p>	<p>might leave out and to make efforts to understand and enjoy people who are different to them.</p> <ul style="list-style-type: none"> Pupils can talk about the ways in which friends can cope when there are fallings-out and can describe how someone can make peace again and not resort to violence. Pupils can give examples of how someone can think carefully of the needs and preferences of the other person in their friendship or family and how they might make them happy and listen to their choices. Pupils can describe what it means to have high expectations in friendships and family, and list some of the behaviours that should never be acceptable. 	<p>Year 4, Celebrating Difference: Pieces 1 and 2 Healthy Me, Pieces 1, 2 and 5 Relationships, Pieces 1 and 4</p>
Relationships and Marriage			<ul style="list-style-type: none"> Pupils can explain that marriage is a formal and legal commitment which is intended to be lifelong. Pupils will be able to give examples of positive long-term relationships that bring joy and meaning to those involved. Pupils can explain the benefits of strong life-long relationships: they are good for people, through relationships people have fun, they learn who they are, how to be less selfish, how to think of others and learn about forgiveness. Pupils can explain the significance of special ceremonies and rituals of promises that mark marriage (in the Christian tradition and at least one other faith tradition or worldview). (RE) 	<p>Year 5, Relationships, Pieces 4 and 5.</p> <p>Year 6, Changing Me, Piece 4</p>
Anti-bullying	<ul style="list-style-type: none"> Pupils can describe what bullying is, the different kinds of bullying and why it is hurtful. Pupils can talk about where to go for help if they are bullied. Pupils can talk about why it is good to be kind to people. Pupils can talk about how you might support someone who has been hurt because someone has been unkind to them. 	<p>Year 1, Celebrating Difference, Pieces 3 and 4</p> <p>Year 2, Celebrating Difference, Pieces 3 and 4</p>	<ul style="list-style-type: none"> Pupils can show understanding about the different types of bullying that people can encounter. Pupils can describe how to be safe on the internet and how to avoid cyberbullies and cyberbullying. Pupils can explain what stereotyping is and how bullying can be damaging for someone. Pupils can explain how people can keep themselves safe and ask for help when bullied. Pupils can describe how not to be a bystander when someone else is bullied. 	<p>Year 3, Celebrating Difference, Pieces 3, 4, and 5</p> <p>Year 4, Celebrating Difference, Pieces 3 and 4</p> <p>Year 5, Celebrating Difference, Pieces</p>

			<ul style="list-style-type: none"> Pupils can explain how to report bullying and support someone who has suffered unkindness. 	<p>1, 2, 3 and 4 Relationships, Piece 2 (safety in online communities).</p> <p>Year 6, Celebrating Difference, Pieces 1, 2, 3, 4 and 6.</p>
Making good boundaries	<ul style="list-style-type: none"> Pupils can talk about how their bodies belong to them, are incredibly special and should be protected. Pupils can identify what is safe and unsafe touching. Pupils can describe why it is wrong to keep bad secrets and that people should not ask us to do that. Pupils will be able to explain how someone can tell a trusted adult if they feel unsafe. 	<p>Year 1, Relationships, Piece 3</p> <p>Year 2, Relationships, Pieces 2 and 4</p>	<ul style="list-style-type: none"> Pupils can explain what right and wrong touching is and can show an understanding of what is appropriate behaviour in private and in public. Pupils can explain what a bad secret is like and how to get help. 	<p>Year 3, Relationships, Piece 3</p> <p>Year 4, Healthy Me, Piece 5 (peer pressure) Relationships, Piece 5:</p> <p>Year 6, Relationships, Piece 4 (recognising when others are trying to take power and control).</p>

What will my child learn in Health Education?



'Goodness and Mercy' Progression Outcomes Statements (Health Education) mapped to Jigsaw, the mindful approach to PSHE



This document aims to support Church of England schools using Jigsaw PSHE to see how Jigsaw aligns to and works with 'Goodness and Mercy'

It takes the Progression Outcomes Statements from the Diocese of Bristol 'Goodness and Mercy' programme and gives examples of where this topic is evident within primary PSHE.

As Jigsaw is a spiral curriculum, where topics are introduced and learning built week on week and year on year, the areas listed in the bullet points are or could be covered progressively throughout the lessons listed. The areas in orange, which are specifically the remit of Church Schools, are not detailed explicitly in Jigsaw PSHE, but could easily be included at the teacher's discretion.

Strand	KS1 outcomes	Where covered in Jigsaw Pieces = Lessons	KS2 outcomes	Where covered in Jigsaw Pieces = Lessons
Sleep, rest and hygiene	<ul style="list-style-type: none"> Pupils can describe how to look after themselves. Pupils can show someone how people can clean their teeth and talk about how people can help themselves to have good sleep (Science) 	<p>Year 1 Healthy Me, Pieces 1, 2, 3, 6</p> <p>Year 2 Healthy Me, Pieces 2, 6</p>	<ul style="list-style-type: none"> Pupils can explain why it is important to look after themselves. Pupils can demonstrate how to look after their teeth and their skin in the sun; can explain why this is important and what happens if people do not do this. Pupils can talk about how to practise personal hygiene and can explain why it can be anti-social not to do so. Pupils can explain why good sleep and rest are important and what the effects of not getting enough sleep can be. 	<p>Year 3 Healthy Me, Piece 6</p> <p>Year 5 Healthy Me, Piece 6</p> <p>Year 6 Healthy Me, Pieces 1, 5 and 6</p> <p>Changing Me Piece 2 (personal hygiene)</p> <p>Additional lessons on Sun Safety can be found in the Community Area.</p>
Healthy eating	<ul style="list-style-type: none"> Pupils can identify and list many healthy and less healthy foods. 	<p>Year 1 Healthy Me, Pieces 2, 4</p>	<ul style="list-style-type: none"> Pupils can plan a healthy diet and describe the dangers of an unhealthy one. 	<p>Year 3 Healthy Me, Pieces 1 and 2</p>

		Year 2 Healthy Me, Pieces 4, 5 and 6		
Spiritual practices	<ul style="list-style-type: none"> Pupils will have observed/ experienced/participated in some calming spiritual time. 	<p>Calm Me within every lesson. Pause Points add to this.</p> <p>Year 2 Healthy Me, Piece 2.</p>	<ul style="list-style-type: none"> Pupils can explain why having some sort of spiritual practice may improve physical, emotional and mental health. 	<p>Calm Me within every lesson. Pause Points add to this.</p> <p>Specifically in</p> <p>Year 6 Healthy Me, Pieces 5 and 6.</p> <p>Relationships, 1 and 2.</p>
Exercise	<ul style="list-style-type: none"> Pupils can name and talk about different kinds of exercise. 	<p>Year 1 Healthy Me: Piece 1</p> <p>Year 2 Healthy Me, Piece 1</p>	<ul style="list-style-type: none"> Pupils can describe different kinds of exercise, the impact on people's bodies and explain why exercise is good for your health. 	Year 3 Healthy Me, Pieces 1 and 2
Mental health, wellbeing and emotional literacy	<ul style="list-style-type: none"> Pupils can talk about their emotions, (such as when they are happy, sad, angry or afraid) and understand when those emotions are helpful. Pupils can talk about how taking exercise, eating healthily, spending time outdoors and praying or meditating can be good for their feelings 	<p>All lessons but specifically</p> <p>Year 1 Healthy Me, Piece 6</p> <p>Year 2 Healthy Me, Piece 2</p> <p>Year 2 Relationships, piece 3.</p> <p>Year 1, Healthy Me, Piece 6</p>	<ul style="list-style-type: none"> Pupils can talk about how people can express their emotions such as anger and fear. Pupils can explain why feelings can affect the way people behave. Pupils can describe strategies to manage feelings so that they do not have a negative impact on others. Pupils can understand that keeping healthy physically and spiritually will help their mental health. Pupils can identify some of the worries and concerns that people might feel moving to a new school. Pupils can identify ways in which someone can positively manage such a move. 	<p>Year 3</p> <p>Being Me in My World, Piece 2, Healthy Me, Pieces 3 and 4</p> <p>Calm Me teaches the children strategies to manage feelings in every lesson.</p> <p>Mental health: Year 6, Healthy Me, Pieces 1, 5 and 6</p>

		Year 2 Healthy Me, Piece 2		Moving to a new school: Year 6: Changing Me, Piece 6.
Screen time and screen-safety	<ul style="list-style-type: none"> Pupils can list some of the ways that screens improve their lives. Pupils can list some rules about the limits for using screens that can keep people healthy. Pupils can identify how people use 'masks' online to be nasty and who to ask for help. Pupils can list what information should or should not be shared. (Safeguarding) 	Covered in Year 3, Relationships, Piece 3 Year 5, Relationships, Pieces 2, 3, 4 and 5	<ul style="list-style-type: none"> Pupils can explain how to make wise choices online and why limiting screen time is a good idea. Pupils can show understanding of the different ways that people use the internet for bad purposes and outline how to avoid harm. 	<p>Year 3, Healthy Me, Piece 5.</p> <p>Year 5, Relationships, Pieces 2, 3, 4, 5 and 6</p> <p>Year 6, Relationships, Pieces 5 and 6.</p>
Alcohol, smoking and drugs			<ul style="list-style-type: none"> Pupils can explain the facts and laws surrounding the use of alcohol, smoking and drugs. (Citizenship) Pupils show understanding of the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/ vaping, alcohol and medicines) and their impact on health; can recognise that drug use can become a habit which can be difficult to break. Pupils can talk about why people choose to use or not use drugs (including nicotine, alcohol and medicines). Pupils can talk about the organisations that can support people around alcohol, tobacco or other drug use; know people they can talk to if they have concerns. 	<p>Drugs: Year 3, Healthy Me, Piece 3</p> <p>Smoking: Year 4, Healthy Me, Piece 3</p> <p>Alcohol: Year 4, Healthy Me, Piece 4</p> <p>Year 5: Recap: Healthy Me, Pieces 1 and 2</p> <p>Year 6 Recap: Healthy Me, Pieces 2 and 3.</p>
First Aid	<ul style="list-style-type: none"> Pupils can talk about what to do if there is an accident and someone is hurt, how to get help in an emergency (how to 	Covered in Year 3, Healthy Me, Piece 4.	<ul style="list-style-type: none"> Pupils can explain how to make an emergency call and demonstrate how to apply basic First Aid (e.g. dealing with common injuries including head injuries). 	<p>Year 3, Healthy Me, Piece 4.</p> <p>Year 5 Healthy Me, Piece 3</p>



What do these lessons involve?

For several years now, our school has been using the Jigsaw Scheme of work to deliver our Personal, Social, Health & Economic Education lessons (PSHE). Each term, the whole school works towards a common theme in an age-appropriate way. Therefore, the work that we do each term, builds on children's existing knowledge and extends this knowledge as they grow older.

Jigsaw lessons are inclusive. All members of the class have a clear understanding of the need for respect, tolerance and openness. Each class agrees a Jigsaw Charter to this effect.

Jigsaw lessons involve a wide variety of teaching methods including discussion, role play, interviewing, art ...

Each class has a Jigsaw Book in which their work is recoded and celebrated.



Can I withdraw my child from these lessons?

This DfE guidance clearly states the statutory requirements, i.e. what children MUST be taught by the end of primary school. Health Education includes learning about 'the changing adolescent body' to equip children to understand and cope with puberty. The National Curriculum for Science (also a compulsory subject), includes learning the correct names for the main external body parts, learning about the human body as it grows from birth to old age and reproduction in some plants and animals. (which could include human beings).

So, Relationships Education, Health Education and Science are compulsory subjects and parents/carers do NOT have the right to withdraw their children from these subjects.



At our school, we would always wish to talk to parents to explore their concerns and reassure them of the benefits of these lessons for their child.

We all want the best for our children. Please contact Mrs Mills if you wish to discuss this further anita.mills@magdalen.lincs.sch.uk

The Ten Magdalen Values

Our Ten School Values are woven through everything that we do in school, but are especially relevant when we are looking at Relationships and Health.

Our Values are :-

- Peace
- Humility
- Forgiveness
- Justice
- Compassion
- Hope
- Trust
- Service
- Thankfulness
- Friendship



Children are constantly challenged to demonstrate the Magdalen Values in their work, relationships and behaviour, both in school and out in the community.