

**Physical health and mental wellbeing: Primary** (Relationship Education, Relationship and Sex Education, and Health Education in England. (Draft Guidance Feb 2019)

D of E Guidance	How Be the Jellyfish can help
<p>90. The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that <b>mental wellbeing is a normal part of daily life</b>, in the same way as physical health.</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• That <b>mental wellbeing is a normal part of daily life</b>, in the same way as physical health.</li> </ul>	<p>Assigning time to use the Be the Jellyfish programme and/or resources daily or weekly instils that <b>taking care of our mental wellbeing is a normal and important part of daily life</b>.</p>
<p>91. This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and <b>giving pupils the language and knowledge</b> to understand the normal range of emotions that everyone experiences. This should <b>enable pupils to articulate how they are feeling</b>, develop the language to talk about their bodies, health and emotions and <b>judge whether what they are feeling and how they are behaving is appropriate and proportionate</b> for the situations they experience.</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• That <b>there is a normal range of emotions</b> (e.g. happiness, sadness, anger, fear, surprise, nervousness) and <b>scale of emotions that all humans experience</b> in relation to different experiences and situations.</li> <li>• How to <b>recognise and talk about their emotions</b>, including having a varied vocabulary of words to use when talking about their own and others’ feelings.</li> <li>• How to <b>judge whether what they are feeling and how they are behaving is appropriate and proportionate</b>.</li> </ul>	<p>Facilitating opportunities and activities that allow for Discovering, Exploring, Expressing, Managing and Developing feelings and emotions is at the heart of Be the Jellyfish and the Jellyfish Programme. We believe that these 5 Jellyfish strands, interwoven into our Programme and resources, <b>give pupils the language and knowledge</b> to better understand, recognise and communicate feelings and emotions.</p> <p>Activities such as Creative Chatter, whether independent of or as part of a Jellyfish Programme class provide an alternative means of communication for when taking about feelings and emotions and can be a powerful tool in <b>enabling children to articulate how they are feeling safely and securely</b>. Jellyfish cards and Jellyfish colouring are both simple yet effective ways to help children <b>recognise and talk about feelings and emotions</b>.</p> <p>Through the Jellyfish Programme and resources children have the opportunity to Discover, Explore, Express, Manage</p>



	<p>and Develop feelings and emotions. Regular participation and use of materials will enable children <b>to recognise and better judge what they are feeling and why.</b></p>
<p>92. Teachers should go on to talk about the steps pupils can take to protect and support their own and others’ health and wellbeing, including <b>simple self-care techniques</b>, personal hygiene, prevention of health and wellbeing problems and basic first aid.</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>Simple self-care techniques, including the importance of rest, <b>time spent with friends</b> and family and the <b>benefits of hobbies and interests.</b></li> </ul>	<p>The Be the Jellyfish Programme and resources employ a variety of <b>simple self-care techniques</b> to help aid relaxation and explore self-expression. Activities include bodywork, breathing, child to child massage, visualisation as well as art and craft based activities.</p> <p>Jellyfish time is special time. Different from the usual school day. It helps <b>highlight the importance of rest, time for oneself and time with ones friends.</b></p> <p>Through thematic class plans and activities Be the Jellyfish sparks interest in new topics and encourages further research. Be the Jellyfish also promotes arts, crafts, sensory and relaxation techniques as <b>beneficial hobbies and interests</b> to engage in.</p>
<p>94. Pupils should also be taught the <b>benefits of hobbies, interests and participation in their own communities.</b> This teaching should make clear that people are social beings and that spending time with others, <b>taking opportunities to consider the needs of others and practising service to others</b>, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>The benefits of physical exercise, time outdoors, community participation, voluntary and <b>service-based activity on mental wellbeing and happiness</b></li> </ul>	<p>The nature of the Be the Jellyfish Programme is that it can be used <b>whole school, whole class and small groups</b> (or even 1:1).</p> <p>Regular use of the programme <b>provides children with a safe space to explore feelings, emotions and relationships.</b></p> <p>A space for listening, sharing, creating and being together.</p> <p>A place to <b>consider their own needs and the needs of others.</b></p>
<p>96. <b>A firm foundation in the benefits and characteristics of good health and wellbeing</b> will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.</p>	<p>Through the Be the Jellyfish Programme and resources, classes and activities provide <b>a firm foundation</b> for <b>regular conversations about thoughts, feelings and relationships.</b></p>

## Be the Jellyfish supporting the new PSHE Guidelines for Primary Schools

<p>Pupils should know:</p> <ul style="list-style-type: none"><li>• Isolation and loneliness can affect children and that it is <b>very important for children to discuss their feelings</b> with an adult and seek support.</li><li>• Where and <b>how to seek support</b> (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).</li><li>• <b>It is common for people to experience mental ill health.</b> For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li></ul>	<p>Creating an environment and whole school approach to supporting social and emotional wellbeing in turn makes it easier for children to know <b>how and where to seek support.</b></p> <p>Regular participation in Jellyfish activities allows adults to monitor the wellbeing of the children in their care and to ensure that if required, <b>early intervention and the right support is made available.</b> Be the jellyfish record and assessment sheets come with all school Jellyfish training and resource packs.</p>
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