

St Mary's CE Primary School



Learn. Grow. Achieve. Flourish.

Personal, Social, Health, Economic (PSHE) Policy

'PSHE education helps children and young people stay safe, healthy and prepared for life's opportunities.' (PSHE Association)

POLICY: PSHE Curriculum
APPROVED BY: Headteacher
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This is a non-statutory policy

School Vision

As a Church of England school, we value and are ambitious for all children and are committed to providing a positive, safe and stimulating environment for them to enjoy and excel in their learning; grow in confidence, resilience and independence; achieve their full potential and flourish as individuals.

'I instruct you in the way of wisdom and lead you along straight paths' (Proverbs 4:11)

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INTRODUCTION

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.

Teaching of Personal, Social, Health and Economic education (PSHE) is a vital part of the development of every child. Through our Christian ethos, promotion of our core values, collective worship and school curriculum, we promote pupils' spiritual, moral, social, and cultural development (SMSC) and prepare all pupils for the opportunities, responsibilities and experiences of life. Jigsaw, the mindful approach to PSHE, ensures that all aspects of PHSE are covered and pupil's understanding developed as they grow and mature. Our PHSE curriculum aims to create happy, resilient, independent pupils and is reinforced through our teaching and interactions with children. Refer to the Behaviour Policy for further guidance.

PSHE AT ST. MARY'S

At St. Mary's CE Primary School, pupils' personal, social and emotional development is nurtured by a supportive school ethos, where all are valued and encouraged. Positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning. We believe that by developing the 'whole person' we will enable individuals to lead a satisfying and fulfilling life.

We teach Personal, Social, Health and Economic education (PSHE) as a whole-school approach to underpin children's development. 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 PSHE programme can be found 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 and Cultural) development opportunities provided for our children.

Aims and objectives

LEARN

To learn to understand and respect our common humanity; diversity and differences so that pupils can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

GROW

To allow pupils to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

ACHIEVE

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.

FLOURISH

To encourage pupils to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities.

Jigsaw PSHE supports the development of the skills, attitudes, values and behaviour, enabling pupils to:

- Have a sense of purpose
- Know and value who they are
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Be aware of their thoughts and feelings
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

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; children’s 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 St. Mary’s, we timetable weekly lessons to ensure we 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 systems; and through relationships (child to child/adult to child/adult to adult) across the school. We aim to ‘live’ what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes with additional support from the PSHE Subject Lead.

Assessment

Teachers assess pupils knowledge, at the start of a new unit of work. Throughout each puzzle, there are planned formative assessment opportunities to assess skills, attitudes and values, and specific knowledge. These allow teachers to assess how confident/competent pupils are in a particular area of PSHE, allowing children opportunity to reflect on their own learning and what it means in their lives.

STATUTORY RELATIONSHIPS AND HEALTH EDUCATION

At St. Mary's, we value PSHE as one way to support children's development, 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.

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 conforms to existing statutory DfE guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education (appendix 1).

Our policy is further informed by:

- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Respectful School Communities Self-Review and Signposting Tool \(educateagainsthate.com\)](https://educateagainsthate.com)
- [Behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Alternative provision - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Overview | Social, emotional and mental wellbeing in primary and secondary education | Guidance | NICE](https://www.nice.org.uk)
- [Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Preventing bullying - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Advice and guidance | Equality and Human Rights Commission \(equalityhumanrights.com\)](https://equalityhumanrights.com)
- [Promoting fundamental British values through SMSC - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [pshe-association-programme-of-study-2020-map.pdf](#)

It is also aligned with the Church of England's "A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)" and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, second edition updated summer 2019).

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 in Appendix 2. The way the Jigsaw Programme covers these is explained in the Individual Subject Overview page on the school website. 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.

Parents should also be aware that the Church of England states in “Valuing All God’s Children”, 2019, that Relationships and Sex education should: *“Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world.”* (Page 34)

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 in Appendix 3. The way the Jigsaw Programme covers these is explained in the Individual Subject Overview page on the school website.

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 every lesson through the ‘Calm Me’ time, social skills are grown every lesson through the ‘Connect Us’ activity and respect is enhanced through the Jigsaw Charter.

Teaching children about puberty is a statutory requirement which sits within the Health Education part of the DfE guidance within the ‘Changing adolescent body’ strand. In Jigsaw, this is taught as part of the Changing Me Puzzle (unit) in the summer term.

The mapping document (subject overview) 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’.

Parents: right to request their child be excused from Sex Education.

At St. Mary’s, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the ‘Changing Me’ Puzzle (unit). As per the Science National Curriculum POS (programme of study), at St. Mary’s this is taught as part of age-appropriate Science lessons.

EQUALITY

At St. Mary's 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.

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'.

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?'*
[rshe-a-guide-for-parents-and-carers-leaflet-2020.pdf \(windows.net\)](#)

It also asserts:

"Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value" (page 1)

"Opportunities to discuss issues to do with self-esteem, identity and bullying, including HBT (homophobic, biphobic and transphobic) bullying, should be included in physical, social, health and economic education or citizenship programmes. The curriculum should offer opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should take LGBT people into account." (Page 6)

INCLUSION

At St. Mary's, PSHE lessons are taught in an inclusive environment to support all pupils to achieve their potential.

DfE statutory guidance states schools must: *'...make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning these subjects.'*

Knowledge, skills and understanding necessary for pupils with SEND will be grounded in knowing:

- How to look after themselves
- How to access support
- How to keep themselves and others safe

SEND objectives within Jigsaw are used by adults to support children's needs appropriately, enabling them to work alongside their peers. These materials can be used to assess the child's stage of learning:

- Effective engagement in the learning process
- Underpinning learning
- Fundamental learning elements
- Increasing understanding of learning
- Deepening of application of learning
- Applying learning in different contexts

SAFEGUARDING

The Department for Education recognises the importance of PSHE education to safeguarding due to: *'...increasing concerns around child sexual abuse and exploitation and the growing risks associated with growing up in a digital world...'*

Teaching about safety and relationships as part of PSHE education contributes to our statutory duty towards the safeguarding of pupils. It helps pupils to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action. It is important to be aware that disclosures could be made during PSHE sessions, in which case safeguarding procedures must be followed immediately.

If a child needs to talk one-to-one after the PSHE lesson, it is important to allow the time and appropriate staffing so this can take place.

Staff need to recognise that not all concerns can be quickly resolved. In these circumstances, a referral to our ELSA team (Emotional Literacy Support Assistants) may deem more beneficial for the child.

Online Safety

It is important that children understand the need for e-safety and awareness online, especially the issue of social networking and different forms of online abuse. The PSHE programme of study approaches the issues and supports our children in safely navigating their online world, while also balancing the positive aspects of the internet, in an age-appropriate way.

MONITORING AND REVIEW

Monitoring of PSHE education and learning is ongoing through Developmental Learning Walks, Book Looks, Pupil Voice and staff feedback. These inform future practice and ensure that the PSHE curriculum is fit for purpose.

Areas of focus are:

- Pupils' increase in understanding and use of richer vocabulary
- Quality of teaching (competence and confidence of subject knowledge)
- Quality of curriculum content (current and relevant)
- Effective subject leadership and support (identifying gaps/scrutiny of evidence)

Additional information

- A variety of teaching platforms are used to strengthen children’s knowledge and understanding. These include, but are not limited to: discussion, project learning, scenario, video, circle time, group/paired work, drama and role-play.
- Our PSHE scheme is used as a basis for the curriculum. However, relevant issues may be planned and taught separately taking into consideration the circumstances, age and needs of the class.
- The school DSL, SLT, Phase Leads and Subject Lead are available to support teaching sensitive topics in the PSHE curriculum.
- This policy is reviewed regularly in consultation with pupils, staff, parents and the governing body.

Appendix 1 – STATUTORY RELATIONSHIPS AND HEALTH EDUCATION

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.”

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

Appendix 2 - RELATIONSHIPS EDUCATION IN PRIMARY SCHOOLS – DfE GUIDANCE 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc., can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

The guidance states that, by the end of primary school:

Focus	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<ul style="list-style-type: none"> • 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 (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • 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 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World
Caring friendships	<ul style="list-style-type: none"> • 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 and advice from others, if needed 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Being Me in My World • Celebrating Difference • Relationships

Respectful relationships	<ul style="list-style-type: none"> • 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 permission-seeking and giving in relationships with friends, peers and adults 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Being Me in My World • Celebrating Difference • Dreams and Goals • Healthy Me • Relationships • Changing Me
Online relationships	<ul style="list-style-type: none"> • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference
Being safe	<ul style="list-style-type: none"> • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference

Appendix 3 - PHYSICAL HEALTH AND MENTAL WELL-BEING EDUCATION IN PRIMARY SCHOOLS – DfE GUIDANCE

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

Focus	Pupils should know...	How Jigsaw provides the solution
Mental wellbeing	<ul style="list-style-type: none"> • 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 well-being 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 well-being. • 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 well-being 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference

Internet safety and harms	<ul style="list-style-type: none"> • 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 knowhow 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me
Physical health and fitness	<ul style="list-style-type: none"> • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Healthy eating	<ul style="list-style-type: none"> • 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). 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me

Health and prevention	<ul style="list-style-type: none"> • 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 immunisation and vaccination 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Basic first aid	<ul style="list-style-type: none"> • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Changing adolescent body	<ul style="list-style-type: none"> • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Changing Me • Healthy Me

End of Guidance Appendix