

St Mary's Church of England Primary School



Learn. Grow. Achieve. Flourish.

Relationships and Health Education (RHE) Policy

POLICY: Relationships and Health Education
APPROVED BY:
APPROVED DATE: September 2024
REVIEW DATE: awaiting DfE confirmed
updates following consultation period
This policy is statutory and reviewed annually

Our School Vision

St Mary's school vision is to embrace a Christian like way of living, learning and teaching.

As a Church of England primary school, we value and are ambitious for all children and are committed to providing a positive, happy, 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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1. INTRODUCTION

- All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. This policy meets the requirements that schools publish a **Relationships and Health Education policy** and does this alongside the wider context of Personal, Social and Health Education.
- 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) and Relationships and Health Education (RHE) 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 and RHE 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 PSHE Policy for further guidance.

2. PSHE & RHE 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) and Relationships and Health Education (RHE) 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 and RHE 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.

3. 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 and RHE 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

4. 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 (RHE)**. 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 and RHE 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 and RHE Subject Leads.

5. ASSESSMENT

Teachers assess pupils’ knowledge at the start of a new unit of work. Throughout each puzzle, including those related to RHE (Relationships and Changing Me), 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 or RHE, allowing children opportunity to reflect on their own learning and what it means in their lives.

6. 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 and RHE policies conform 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)
- Respectful School Communities Self-Review and Signposting Tool (educateagainsthate.com)
- Behaviour in schools - GOV.UK (www.gov.uk)
- Equality Act 2010: advice for schools - GOV.UK (www.gov.uk)
- SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)
- Alternative provision - GOV.UK (www.gov.uk) • Mental health and behaviour in schools - GOV.UK (www.gov.uk)
- Overview | Social, emotional and mental wellbeing in primary and secondary education | Guidance | NICE
- Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk)
- Preventing bullying - GOV.UK (www.gov.uk)
- Advice and guidance | Equality and Human Rights Commission (equalityhumanrights.com)
- Promoting fundamental British values through SMSC - GOV.UK (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).

7. 2024 DFE CONSULTATION AND UPDATES

The following sections refer to the most current guidance from the Department of Education for Relationships, Health and Sex Education.

On 16th May 2024 the Government opened a **consultation of the Review of the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance**. The closing date for responses was 11th July 2024. At the time of ratification of the St Mary's Relationships and Health Education Policy confirmed updates following consultation have not been published.

The review document is included as an appendix to this policy. RHE policy will be updated, if required, as soon as any changes to the statutory curriculum, objectives, vocabulary or outcomes are confirmed by the DfE.

Jigsaw Education Group released a supporting statement for schools that follow their curriculum and schemes of work. This is included as an appendix to this policy. St Mary's follow all guidance issued by the DfE and Jigsaw Education Group to update policy and schemes of work following the release of confirmed updates and changes from the DfE.

8. 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 3.

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 be aware that the Church of England states in “Valuing All God’s Children”, 2019, that Relationships, Health 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)

9. 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 4. 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.

10. SEX EDUCATION

The DfE Statutory Guidance 2021 – Relationships Education states: ‘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 full details of this guidance is included in Appendix 1.

The DfE Statutory Guidance 2021 – Relationships Education further states: ‘The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made **Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools** and the content set out in this guidance therefore focuses on Relationships Education.

The content set out in this guidance covers everything that primary schools should teach about **relationships and health, including puberty**. The national curriculum for **science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals**. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils.’

In consultation with parents and staff following the 2021 updates the decision was made that St Mary’s **will not teach any Sex Education beyond that required in the science curriculum**.

11. WORKING WITH PARENTS AND CARERS including WITHDRAWAL FROM RHE LESSONS

The government guidance on Relationships, Sex Education and Health Education (DfE, 2019 and updated 2021) emphasises the importance of schools working in partnership with parents and carers. 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 should be given every opportunity to understand the purpose and content of Relationships Education and RSHE. Good communication and opportunities for parents to understand and ask questions about the school's approach can help increase confidence in the curriculum.

Annually, in the summer term, the RHE Subject Lead will share the curriculum overview, expected outcomes and vocabulary to be taught in each year group. Parents will be offered the opportunity to respond in writing to request a face-to-face discussion with the class teacher or subject lead – this will include the rationale for lesson content, key vocabulary and resources to be used.

As stated in the current government guidance Relationships and Health Education became a statutory part of the primary National Curriculum from September 2020. This means that there will be **no right to withdraw primary children from these lessons**. Parents will have access to the resources and curriculum content via the appendices to this policy and the school website. **At St Mary's we teach the statutory guidance for RHE and Science and nothing more.**

12. SAFEGUARDING

Teachers and parents need to be aware that sometimes disclosures may be made during RHE lessons; in which case, safeguarding procedures must be followed immediately (see the school's Safeguarding and Child Protection Policy).

There are no anonymous Q&As during RHE lessons and if children prefer to write their question, they are required to put their name on it so the adult teaching can follow up with the correct child and parent as necessary. All RHE lessons begin with the class teacher reassuring children that all vocabulary used has been shared with parents and that the vocabulary is taught to empower and support them with keeping themselves, and others, safe. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson finishes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, guidance outlined in the school's Safeguarding and Child Protection Policy is followed. Children are made aware that if their question goes beyond the planned curriculum content, they will be offered the opportunity to have their question answered in a joint discussion with parents present.

13. RESPONSIBILITIES

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Head Teacher, Senior Leaders, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Subject Leader for Relationships and Health Education to communicate the policy to the school community.
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy

APPENDIX 1: SUPPORTING DOCUMENTS AND GUIDANCE

- Statutory Guidance – Relationships Education (primary): [Relationships education \(Primary\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/relationships-education-primary)
- Review of the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance Government consultation: [Review of the Relationships Education, Relationships and Sex Education \(RSE\) and Health Education statutory guidance](https://www.gov.uk/government/consultations/review-of-the-relationships-education-relationships-and-sex-education-rse-and-health-education-statutory-guidance)
- Relationships Education (Primary): [Relationships education \(Primary\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/relationships-education-primary)
- Jigsaw Education Group - DfE's 2024 Draft Review of RSHE: 'How will Jigsaw support schools during this consultation period?': [supporting-document-for-primary-schools-following-the-release-of-the-2024-draft-review-of-rshe-22-05.pdf \(jigsawlivescemsuk.blob.core.windows.net\)](https://www.jigsawlivescemsuk.blob.core.windows.net/supporting-document-for-primary-schools-following-the-release-of-the-2024-draft-review-of-rshe-22-05.pdf)

APPENDIX 2: SUPPORTING WEBSITES AND INFORMATION

Jigsaw Education Group

- [Jigsaw \(jigsawpshe.online\)](https://www.jigsawpshe.online)
- How does Jigsaw, the mindful approach to PSHE (ages 3-11) approach these subjects? Information for parents and carers: [rshe-a-guide-for-parents-and-carers-leaflet-2020.pdf \(jigsawlivescemsuk.blob.core.windows.net\)](https://www.jigsawlivescemsuk.blob.core.windows.net/rshe-a-guide-for-parents-and-carers-leaflet-2020.pdf)

Supporting St Mary's Policies

RHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Curriculum Policy
- Teaching and Learning Policy
- PSHE Policy
- Science Policy – statutory content

PSHE Association

- [Relationships Education & RSE guides: supporting parental engagement \(pshe-association.org.uk\)](https://www.pshe-association.org.uk/resources/relationships-education-rse-guides-supporting-parental-engagement)

Local Authority Support

- Slough School Health & Wellbeing Project Resources: [Resources 4 - RSE PSHE.pdf](https://www.slough.gov.uk/resources/4-rse-pshe)

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBTQ+

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk

- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk
- SEND Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

APPENDIX 3: RELATIONSHIPS AND HEALTH EDUCATION EXPECTED OUTCOMES

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 4: PHYSICAL HEALTH AND MENTAL WELL-BEING EDUCATION EXPECTED OUTCOMES

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