



PSHE (Personal, Social, Health Education) Policy

(Policy based on Jigsaw)



Our vision: To build lifelong learners

Our mission: We enable every child to meet their full potential

This school is an inclusive school and all children, irrespective of social background, religious faith, culture, race, gender, differences in ability and disabilities have an entitlement to all areas of the curriculum. Reasonable adjustments will be considered to enable children to participate in the life and work of the school.

SMSC

Spiritual, Moral, Social and cultural (SMSC) development is about everything we do at Roman Way and supports the rights and responsibilities of the child. As well as contributing towards the whole school values and ethos. It leads to children becoming lifelong learners who make positive contributions to our world, preparing them for life in modern Britain. Within the curriculum, including Religious Education and Personal, Social, Health Education there are plans to develop SMSC

Introduction

Our school will seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum and in line with statutory guidance on: drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.'

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.

PSHE Aims

At Roman Way Academy, we teach Personal, Social, and Health Education as a whole-school approach to underpin children's development as people because we believe that this also supports their learning capacity. We believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens.

Here, at Roman Way Academy we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. 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 our children's needs.

The Jigsaw Programme offers a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children’s learning in this vital curriculum area. (See the content overview below). The Jigsaw Programme is aligned to the PSHE Association Programmes of Study. This programme ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

| Age Group | Being Me In My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
|-------------------------|--|--|---|---|---|--|
| Ages 3-5 (E1-F2) | Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities | Identifying talents Being special Families Where we live Making friends Standing up for yourself | Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals | Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety | Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend | Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations |
| Ages 5-6 | Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter | Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone | Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success | Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness | Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships | Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition |
| Ages 6-7 | Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings | Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends | Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success | Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food | Different types of family Physical contact boundaries Friendship and conflict Trust and appreciation Expressing appreciation for special relationships | Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition |
| Ages 7-8 | Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others’ perspectives | Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments | Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting | Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it’s important online and off line scenarios Respect for myself and others Healthy and safe choices | Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends | How babies grow Understanding a baby’s needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition |
| Age Group | Being Me In My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Ages 8-9 | Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour | Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions | Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes | Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength | Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals | Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change |
| Ages 9-10 | Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating | Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Identifying how special and unique everyone is Material wealth and happiness Enjoying and respecting other cultures | Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation | Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour | Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules | Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition |

Jigsaw also supports the “Personal Development” and “Behaviour and Attitude” aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

At Roman Way Academy we choose to deliver Personal, Social, Health Education (including Relationships Education, Relationships and Sex Education (RSE – see separate policy) and Health Education) using Jigsaw. Pupils are encouraged to take part in a range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and community. In doing this they learn to recognise their own worth, work with others and become increasingly responsible for their own learning. They reflect on their own experiences and understand how they are developing personally and socially. They learn to understand and respect our common humanity, diversity and differences so they can go on and form the effective fulfilling relationships that are an essential part of life and learning. It also helps pupils understand how their actions can impact on their health, wellbeing and safety.

Whole-school approach

Jigsaw covers all areas of PSHE. At Roman Way Academy that means from ages 3-9 (Nursery to year 4), including statutory Relationships and Health Education. The table below shows the skills taught within the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Roman Way skills ladder

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 |
|-------------------------------|---|--|---|---|---|
| Being me in my world | <p>Self-identity</p> <p>Understanding and managing feelings</p> <p>Awareness of rights and responsibility</p> | <p>Understand the rights and responsibilities as a member of their class.</p> <p>Know that they belong to their class and recognise a range of feelings.</p> | <p>Understand the rights and responsibilities of being a member of their class.</p> <p>Recognise when they feel worried and can make their class feel a safe and fair place.</p> | <p>Understand the rights and responsibilities of being a member of their class and make responsible choices.</p> <p>Recognise a range of emotions in themselves and others.</p> | <p>Say the roles within their school community and how the school uses democracy to make decisions.</p> <p>Recognise how their contribution can have an effect.</p> |
| Celebrating difference | <p>Talk about what makes them special/unique</p> <p>Talk about special times with family and friends.</p> <p>Finding out what they are good at and sharing that with adults and peers</p> | <p>Can say some ways they are different from their friends.</p> <p>Understand these differences make us all special and unique.</p> | <p>Identify some ways in which their friends are different from them.</p> <p>Say why they value this difference.</p> | <p>Talk about a time when their words affected someone's feelings and what the consequences were.</p> <p>Give and receive compliments and know how this feels.</p> | <p>Talk about a time when their first impression of someone changed as they got to know them.</p> <p>Explain why it is good to accept people for who they are.</p> |
| Dreams and goals | <p>Being aware of challenges, perseverance and overcoming obstacles.</p> <p>Asking for help if needed</p> <p>Developing an awareness of achieving their goals</p> | <p>Talk about how it feels to succeed in a new challenge and how they would celebrate it.</p> | <p>Explain some of the ways they work cooperatively in a group to create the end product.</p> <p>Express how it feels to be part of a group.</p> | <p>Evaluate their own learning process and identify how it can be better next time.</p> <p>Show confidence in sharing success.</p> | <p>Describe the dreams and goals of a young person from a different culture.</p> <p>Reflect on how these relate to their own dreams and goals.</p> |
| Healthy me | <p>Understanding good practices such as exercising their bodies, healthy foods, sleep, being clean and staying safe</p> | <p>Say why their body is amazing and identify some ways to keep it safe and healthy.</p> <p>Recognise that being healthy helps them to feel happy.</p> | <p>Make some healthy snacks and explain why they are good for their body.</p> <p>Express how it feels to share healthy food with friends.</p> | <p>Identify things, people and places that they need to keep safe from.</p> <p>Say some strategies for keeping safe including who to go for help.</p> <p>Express how being anxious or scared feels.</p> | <p>Describe the different roles food can play in people's lives.</p> <p>Explain how people can develop eating disorders relating to body image pressures.</p> <p>Respect and value their body.</p> |
| Relationships | <p>Learning to play with others and responding to them.</p> <p>Aware that their actions and words can hurt others' feelings.</p> <p>Demonstrating friendly behaviour and forming good relationships with peers and familiar adults.</p> | <p>Say why the appreciate someone who is special to them and express how they feel about them.</p> | <p>Identify some things that cause conflict between them and friends.</p> <p>Demonstrate how to use the positive problem solving technique to resolve conflicts with friends.</p> | <p>Explain how some actions and work of people around the world help them and influence their lives.</p> <p>Show an awareness of how this could affect their choices.</p> | <p>Explain how to stay safe when using technology to communicate with friends.</p> <p>Recognise and resist pressures to use technology in ways that may be risky or cause harm to them or others.</p> |
| Change | <p>Being aware of their bodies</p> | <p>Identify parts of the body that make boys different to girls and can use the correct</p> | <p>Recognise the physical differences between boys and girls, use the</p> | <p>Identify how girls' and boys' bodies change on the inside during the</p> | <p>Describe how girls' and boys' bodies change during puberty.</p> |

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| | <p>Developing an understanding of growth and changes over time</p> <p>Adapting behaviours to different events and social situations</p> | <p>names: penis, testicles, and vagina.</p> <p>Respect their body and understand which parts are private.</p> | <p>correct names for parts of the body and appreciate that some parts of their body are private.</p> <p>Say what they like/don't like about being a boy/girl.</p> | <p>growing up process and say why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>Recognise how they feel about these changes happening to them and know how to cope with these feelings.</p> | <p>Express how they feel about the changes that will happen to them during puberty.</p> |
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At Roman Way Academy, the teacher delivers a weekly lesson within their own class using PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system (Marvellous Me), Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

British Values

British Values are promoted through teaching and learning at Roman Way Academy:

The Rule of Law: Children learn about rules. They understand how rules help to promote safety, order and fairness.

Democracy: Children make decisions together. They learn to listen to others' viewpoints and value contributions from others.

Mutual Respect: Children learn to work and play together, respecting differences and valuing each other.

Tolerance: Children are taught to be aware that different people have different abilities, but all should be included and valued.

Individual Liberty: Children are given opportunities to make their own choices.

At Roman Way Academy 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.

Pupils with SEND

At Roman Way Academy, we are committed to giving pupils with SEND equal opportunities to take part in all aspects of the curriculum. Through careful planning and differentiation, we will break-down barriers to learning, promoting inclusion and progress for all. We will work in partnership with parents, carers and professionals to support every child in their learning. We will facilitate learning for all SEND pupils with the aim of building pupil independence and metacognition skills.

Monitoring and Review

The Local Governing Body (LGB) monitors this policy on an annual basis. The LGB gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Equality

This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics..."

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| Name of school | Roman Way Academy |
| Date of policy | April 2022 |
| Member of staff responsible | Debbie Inskip |
| Review date | April 2024 |

Appendices

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

Statutory Relationships and Health Education

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”

DfE Guidance p.8

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and

help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover ‘Families and people who care for me’, ‘Caring friendships’, ‘Respectful relationships’, ‘Online relationships’, and ‘Being safe’.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 (**at Roman Way 3-9**) and Statutory Relationships and Health Education

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover ‘Mental wellbeing’, ‘Internet safety and harms’, ‘Physical health and fitness’, ‘Healthy eating’, ‘Drugs, alcohol and tobacco’, ‘Health and prevention’, ‘Basic First Aid’, ‘Changing adolescent body’.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 (**at Roman Way 3-9**) and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. Emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

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

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 guidance states that, by the end of primary school:

| | Pupils should know... | How Jigsaw provides the solution |
|--|--|--|
| Families and people who care for me | <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • 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. • 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. • 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. • 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). | <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 |

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| | <ul style="list-style-type: none"> • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • 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. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults. | |
| Online relationships | <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • 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. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • 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"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • 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 |

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:

| | Pupils should know | How Jigsaw provides the solution |
|-------------------------|--|--|
| Mental wellbeing | <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • 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. • 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. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • 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). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the | <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 |

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| | right support is made available, especially if accessed early enough. | |
| Internet safety and harms | <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • 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. • 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. • why social media, some computer games and online gaming, for example, are age restricted. • 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. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • 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"> • the characteristics and mental and physical benefits of an active lifestyle. • 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. • the risks associated with an inactive lifestyle (including obesity). • 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"> • what constitutes a healthy diet (including understanding calories and other nutritional content) • the principles of planning and preparing a range of healthy meals. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me |

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| | <ul style="list-style-type: none"> 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). | |
| Drugs, alcohol and tobacco | <ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 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"> how to make a clear and efficient call to emergency services if necessary. 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"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 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 |

