



The Diocese of Coventry Multi Academy Trust

PSHE (Personal, Social, Health Education) Policy

(including Relationships and Health Education statutory from September 2020, and our position on Sex Education).

Stretton CE Academy

'Achieve, Believe, Succeed'

Updated: January 2023

Review date: December 2023

Context

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.

As a Church of England primary school, Stretton Church of England Academy upholds the vision for the education of every child and their family in our community. In line with the Church of England's role as the established Church, our vision is for the common good of the whole community.

PSHE

At Stretton academy, we teach Personal, Social, Health Education as a whole-school approach to underpin students' development as people and because we believe that this also supports their learning capacity. Our school values of fairness, hope, love, peace and reconciliation, perseverance and truth also underpin all that we do. **Jigsaw**, the mindful approach to PSHE, provides a programme which offers us a comprehensive, carefully thought through Scheme of Work bringing consistency and progression to our students' learning in this vital curriculum area.

The overview of the programme can be seen on the school website.

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.

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*¹, p.8.

¹ DfE, *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, 2019, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf

“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 pp.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 primary schools must have in place a written policy for Relationships Education (which is a mandatory subject). Where Primary schools choose to teach (non-mandatory) sex education, the policy should also define any sex education that is to be taught other than that covered in the Science curriculum.’ *DfE Guidance*, p.11.

At Stretton CE Academy, we value PSHE as one way to support students’ development as human beings, to enable them to understand and respect who they are, to empower them with a voice, to develop their resilience, 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 our students’ needs. The mapping document, ‘**Jigsaw 3-11 and Statutory Relationships and Health Education**’, shows how Jigsaw and, therefore, our school, meets the statutory Relationships and Health Education requirements.

This programme is updated consistently to ensure we are always using the most appropriate teaching materials, and that our teachers are well-supported.

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))

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

What do we teach when and who teaches it?

Whole-school approach

The Jigsaw Programme covers all areas of PSHE for the primary phase including statutory RSE and Health Education. The table below provides the learning theme for each of the six Puzzles (units) and a brief summary of the content across the school. Jigsaw is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate.

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 (including cyber and homophobic bullying) and understanding difference.

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 Stretton CE Academy, we allocate 30 minutes to the Jigsaw PSHE lessons each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Sessions are taught by the class teacher (or the HLTA) to ensure that children know the adult well and there is a consistent person available to support them. We believe it is essential for PSHE to be taught by a familiar and consistent adult to enable children to feel comfortable asking questions openly. These explicit lessons are reinforced and enhanced in many ways including:

- Collective worship (whole school, phase, and class assemblies),
- Via the modelling of relationships between adults and between adult and child and the support of peer-to-peer relationships (as well as child-to-child relationships in different years across the school).
- The encouragement of kindness, honesty, understanding and co-operation as well as the development of leadership skills via the promotion of Stretton Personal Qualities, ambassador roles in school, and via the promotion of reflection, peaceful conflict resolution and reconciliation in response to challenges.
- Our school praise and reward system
- We aim to 'live' what is learnt and apply it to everyday situations in the school community.
- We also invite the School Nursing Team into school during Year 6 to support children with addressing any further questions they may have about their changing bodies and staying safe and healthy.

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'
- 'Being safe'.

The expected outcomes for each of these elements can be found in this policy below. The way the Jigsaw Programme covers these is explained in the mapping document: ***Jigsaw 3-11 and Statutory Relationships and Health Education.***

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 and Statutory Relationships and Health Education.***

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).

The mapping document shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements.

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) and 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.'

As part of The National Curriculum for Science, it is compulsory for children to learn the correct names for the main external body parts and that they learn about the human body as it grows from birth to old age and reproduction in some plants and animals (which includes human beings). At Stretton CE Academy, we believe that children should understand the facts about human reproduction before they leave primary school. Our Sex Education programme focuses on the changing human body (including puberty) and the facts of human reproduction, and these are taught as part of the compulsory Science curriculum. As part of our compulsory Health Education programme, we also teach about the changing adolescent body to equip children to understand and cope with puberty. This knowledge makes an important contribution to safeguarding by empowering children with the vocabulary and understanding to know how and why their bodies change. As these programmes are compulsory, there is no right for parents to request that a child be withdrawn from these sessions.

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" *DfE Guidance* p.17,

At Stretton CE Academy, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We do also teach some sessions on sex education (Human Reproduction) within the Jigsaw programme that are additional to those taught in Science. Parents have a right to request that their child be withdrawn from the PSHE lessons that explicitly teach this, i.e. three lessons within the Jigsaw *Changing Me* Puzzle (unit). These lessons are:

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 3 (Babies: Conception to birth)

At Stretton, we hold a parents' forum during the Spring Term to ensure parents are aware of the content of the Summer Term PSHE programme and have an opportunity to see the resources used to deliver these lessons and understand how these are supported within the wider PSHE and Science curriculum. Parents will have an opportunity to ask questions and will be informed of the right to withdraw their child from the Sex Education lessons. Should

parents wish to exercise this right, they are advised to attend the parents' forum, discuss their concerns with the Head of School, and then put their request in writing.

Monitoring and Evaluation

As with all areas of the curriculum, the school monitor and evaluate the teaching and learning in both PSHE and RSE and make changes where needed. They also support staff with the teaching and use of the jigsaw materials.

Inclusion and SEND

At Stretton CE Academy, we pride ourselves on our inclusive policy and on how we make provision for all pupils' needs. Discussion can be supported and adapted to meet the needs of all children in the class. Additional opportunities to follow up topics where a child does need further support to feel confident about being safe will be offered under the guidance of the SENDCO, and the welfare, nurture and inclusion teams. Where needed, additional support may be sought from external agencies, e.g. Coventry's Complex Communication Team, and the School Nursing Team.

Equality

This policy will inform the school's Equalities Policy.

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".

At Stretton CE Academy, we promote respect for all and value every individual student. We promote equality and respect within every aspect of our teaching and our community life and we do not tolerate discrimination of any kind. We also respect the right of our students, 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. Our aim is to develop children's understanding of protected characteristics and the promotion of equality and diversity using age-appropriate resources. We share our approach openly and encourage discussion of our approach with families so that together we can enable our children to develop as confident and caring young people able to keep themselves and others safe, form ambitious aspirations, and have the resilience and personal qualities to pursue these goals successfully.

Jigsaw takes a multi-faceted approach to supporting schools with the teaching of protected characteristics to promote equality and diversity, and personal development. The Jigsaw PSHE 3-11 teaching materials provide an inclusive approach that starts with children in Reception (age 4-5) and continues to develop through the age ranges, to age 11 at Stretton

(and to 16 at secondary schools adopting this approach). The Jigsaw approach is progressive and developmental.

We prioritise children's understanding of the 'ground rules' for PSHE sessions as these are fundamental to creating and maintaining an inclusive and safe teaching and learning environment. Establishing such an environment for both pupils and teachers is important for PSHE education lessons – especially those focusing on equality and the protected characteristics, as it:

- enables them to feel comfortable exploring values and attitudes
- enables them to express their own opinions and consider the views and opinions of others, without the fear of negative feedback, and only if they choose to.

In Jigsaw 3-11 (and later in 11-16), this happens in every single lesson. It is crucial to establish a safe, open and inclusive learning environment based on trusting relationships between all members of the class, adults and students alike. To enable this, the Jigsaw Charter is used to support the agreement of 'ground rules' at the beginning of the year. Teachers and pupils in every class will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it. These principles are reinforced in every Piece (unit) by referring to The Jigsaw Charter.

One of the most important elements of the Charter is the Right to Pass, where children and young people understand fully that they do not have to participate in the discussion/activity if they do not wish to. This creates a space where they can feel safe and their wishes are taken seriously by adults and peers alike. This is vital when teaching about safeguarding in both an implicit and explicit way. They choose whether they speak or not and their right to pass is upheld and respected.

The Jigsaw Charter refers to confidentiality too, which is an important element of the programme, teaching children to respect the privacy of others and do their best to keep personal information or views shared by their classmates in Jigsaw Pieces (lessons) confidential, and not to share personal information about themselves or others. The teacher must emphasise that adults cannot promise complete confidentiality as they must report any information relating to safeguarding concerns. Children are encouraged to discuss the ideas and learning in their lessons at home, but to show their classmates the respect and privacy that they would want in return. In this way a climate of mutual respect, supportive listening and care is cultivated.

Throughout Jigsaw, students are encouraged by staff to ask questions, to find someone who can help them, and ultimately to help themselves by becoming more independent.

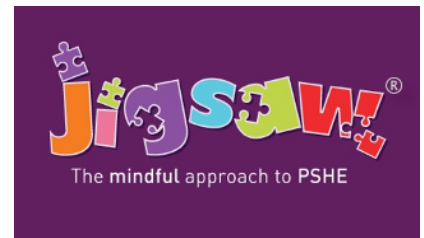
In terms of content, the Puzzle 'Celebrating Difference' is the most pertinent of units for teaching about the protected characteristics, as it focuses on similarities and differences and teaches about diversity, such as disability, racism, gender, family composition, friendships, and conflict. Children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normal'. Bullying – what it is and what it isn't, including cyber and homophobic bullying – is an important aspect of this Puzzle.

The 'Relationships' Puzzle also has a wide focus, looking at diverse topics such as families, friendships, equality in relationships, and love and loss – all of which help to promote children's understanding of the Equality Act and their rights and responsibilities with respect to it. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to cyber safety and social networking, as well as attraction and assertiveness; children learn how to deal with conflict, their own strengths and self-esteem. They have the chance to explore roles and responsibilities in families and look at stereotypes. All Jigsaw lessons are delivered in an age- and stage-appropriate way so that they meet pupils' needs and can help them understand the wider world.

Policy Review

This policy is reviewed annually.

	Signed Headteacher	Signed Chair of Governors
Date of review: January 2023		
Date of next review: December 2023		



Appendices

Jigsaw PSHE supplementary documents needed to explain this policy can be viewed on our website including:

- Jigsaw 3-11, Information leaflet for Parents and Carers
- Jigsaw 3-11 curriculum map overview
- Jigsaw and the Early Years (Reception)
- Jigsaw 3-11, RSHE Overview

Relationships Education in Primary schools (Appendix) – DfE Guidance 2019 and Jigsaw

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:

	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 	<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

	<p>which a couple get married may be civil or religious).</p> <ul style="list-style-type: none"> • 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 	
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 	<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

	<ul style="list-style-type: none"> • R19 the importance of permission-seeking and giving in relationships with friends, peers and adults 	
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

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"> • 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). 	<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

	<ul style="list-style-type: none"> • 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. 	
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