



Lilliput CE Infant School



PSHE (Personal, Social, Health and Economic Education) Policy (including Relationships and Health Education)

Reviewed by: Catherine Perry
(PSHE Coordinator)

Date: May 2022

Approved by: _____
(Curriculum Committee)

Date:

Ratified by: _____
(Chair, Governing Body)

Date:

NEXT REVIEW DATE: Summer 2023

This policy covers the following:

- PSHE Policy
- Christian Ethos
- Sex and Relationship Education
- Health Education

PSHE Policy

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.

PSHE

At Lilliput Infant School we teach Personal, Social, Health and Economic Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. This includes Relationship and Health Education.

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.

This 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.

These aspects form part of the JIGSAW integrated scheme of work for PSHE and is supported by the scheme of work for Science. It is the aim of the school through this delivery to ensure that all children work and learn together in a secure, caring, stimulating, challenging, warm, friendly and supportive environment. Also supporting our vision of, " Loving one another, respecting one another, Serving one another.!

Here, at Lilliput 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; enabling them to have opportunities to 'live' out our vision.

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 children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Our PSHE policy 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))
- As a school who are underpinned with a Christian ethos, we are using the 'Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and Health Education (RSHE).

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

Aims

- To develop self-awareness, positive self-esteem and confidence.
- To develop a healthy lifestyle.
- To communicate effectively.
- To learn to keep themselves and others safe.
- To develop effective and satisfying relationships.
- To learn to respect the differences between people.

- To develop independence and responsibility.
- To play an active role as members of society.
- To work well with others.
- To become healthy and fulfilled individuals.

Christian Ethos

The Church of England Education Office (CEEEO) supports the approach taken by the government, including recommending an age-appropriate provision of sex education at primary level, and that schools should approach RSHE in a faith-sensitive and inclusive way. The CofEEO approach is underpinned by two key biblical passages: (© The Church of England Education Office November 2019)

*So God created humankind in his image, in the image of God he created them.
(Genesis 1:27)*

*I have come in order that you might have life—life in all its fullness.
(John 10:10)*

At Lilliput Infant School we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish in our learning community, through treating everyone with dignity as all people are made in the image of God and are loved equally by God. (See **Valuing All God's Children** document [here](#).)

We commit:

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. **That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement The programme will be expected to respect the schools published policy for RSHE.
3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their

peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

5. That RSHE will promote healthy resilient relationships set in the context of character and virtue development. It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.

6. That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights. It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies as appropriate to their age and maturity.

7. To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities. It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special educational needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality Relationships and Sex Education.

8. To seek pupils' views about RSHE so that the teaching can be made relevant to their lives. It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

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How PSHE and RSHE is taught at Lilliput

RSHE will be taught in a way that affords dignity and shows respect to all who make up our diverse community. It will be sensitive and age appropriate in approach and content. It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community.

RSHE will seek to explain fairly the principles, beliefs and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

RSHE will seek to build resilience in our pupils to help them form healthy relationships. We seek to ensure that they have the knowledge to recognise and understand boundaries in relationships, including online and that they know how to report abuse.

RSHE will promote healthy resilient relationships set in the context of character and virtue development that sits within the school's Christian Vision and Values.

How PSHE is taught:

- Children in Reception learn through PSED (Personal, Social and Emotional Development) from the Early Learning Goals and have their own Jigsaw scheme of work.
- Through the Jigsaw Scheme of Work
- Through Science (e.g. when learning about the human body and a healthy diet).
- Through Religious Education (e.g. family, relationships, empathy), using our vision and values for life as a basis where appropriate to the content being taught
- Through opportunities for active Citizenship within the school, such as belonging to the School Council, taking part in assemblies, being part of a club e.g. Children of the world, Camouflage club, having responsibilities such as sports leaders and playground buddies and fund-raising for local charities.
- Through social action projects, helping the pupils to understand how they can challenge injustice and help others.
- Through daily acts of worship following the 'Values for Life' programme and Roots to Fruits.
- Through visits from outside agencies (e.g. the school nurse and Life Education Bus who visit the school once a year and take a session with each class with age appropriate information).

Jigsaw Content

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cy) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes relationships education in the context of looking at change

Relationships Education

At Lilliput, we define Relationships Education in its simplest form as a person's interaction with themselves and others. It is an essential part of the emotional, social and cultural development of pupils, which involves learning about relationships, healthy lifestyles, diversity and personal identity. Relationship Education involves a combination of sharing information and exploring issues and values.

Relationship Education '... is about teaching the fundamental building blocks, characteristic of positive relationships, focusing on friendships, family relationships, and relationships with other peers and adults.' DFE

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

At Lilliput, we define Health Education as an understanding of how to maintain good physical health and mental wellbeing.

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.

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

Drugs Education

1. Introduction

At Lilliput C.E. Infant School we recognise that for children, high self-esteem, confidence and making informed choices and decisions are the foundations for good drug education.

The purpose of our Drug Education Policy is to:

- Provide effective teaching of drug education to all pupils in the school;
- Inform parents of the curriculum content for drug education.
- Comply with the Government's paper 'Tackling Drugs to Build a Better Britain' 1998, the 'Updated Drug Strategy' 2002 and 'Drugs: Guidance for schools' Department of Education 2012.

Guidance from the DfES and the Home Office recommends that schools:

- Have a planned programme of drug education across all key stages;

- Encourage the support and partnership of parents and the wider community;
- Engage in a multi-agency collaborative approach to drug education.
- Have a designated, senior member of staff with responsibility for the drug policy and all drug issues within the school

The school actively co-operates with other agencies such as the School Nursing Team, Social Services, the Life Education Centre and health and drug agencies to deliver its commitment to drug education.

2. Curriculum

All children from Reception to Year 2 receive effective teaching through the Jigsaw PSHE education programme.

From Reception (Foundation Stage) to Year Two (Key Stage One), the knowledge and understanding, skills and attitudes taught are built upon and developed each year.

Knowledge and Understanding

We aim for children to:

- Know the school rules relating to medicines;
- Know simple safety rules about medicines and other substances used in the home;
- Understand the roles of medicines (prescribed and over the counter) in promoting health and the reasons people use them;
- Have knowledge of the people who can help children when they have questions;
- Have basic information about how the body works and ways of looking after the body;
- Understand that all drugs can be harmful if not used properly;

Skills

We aim for children to:

- Communicate feelings such as concerns about illness and taking medicines;
- Follow simple safety instructions;
- Know when and how to get help from adults.

Attitudes

We aim for children to:

- Value one's body and recognise its uniqueness;
- Improve attitudes towards medicines, health professionals and hospitals.

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... drawing on knowledge of the human life cycle set out in National Curriculum Science. Schools are to determine the content of sex education at their school.

From September 2020, RHE (Relationships Education and Health Education) has been made compulsory in all primary schools in England, with an emphasis on Relationship Education, meaning primary schools have a legal duty to provide and teach the children this curriculum content. Health

Education includes learning about 'the changing adolescent body' to equip children to understand and cope with puberty. Alongside this the DfE recommends, 'that all primary schools should have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils.'

At Lilliput Infant School, we **define Sex Education as understanding human reproduction** and therefore do not teach explicit Sex Education lessons in Key Stage 1. Specific lessons on human reproduction are taught in key Stage 2, when your child moves onto middle school.

Within Key Stage 2, the Changing Me Puzzle includes, in every year group, two or three lessons to help children understand the changes puberty brings and how human reproduction happens. There is a very serious safeguarding aspect to this work; obviously, the younger year groups within an infant school are not looking at these issues directly and explicitly, but rather learning correct terminology for body parts and doing the foundation work for learning that will follow in later year groups. The Years 5 and 6 lessons look more fully at puberty and reproduction.

Monitoring and Review

The PSHE Subject Leader will monitor and evaluate delivery of the subject using a variety of approaches and through collating different sources of evidence of impact. These may include;

- discussion with teaching staff and pupils to ensure consistent and coherent curriculum provision
- scrutiny of Jigsaw Journals (Big Books)
- observation and learning walks
- analysis of pupils' outcomes in Relationship and Health Education

Evaluation of the subject's impact will be supported through collating information relating to:

- Pupil and teacher written evaluations of the content and learning processes
- Staff meetings to review and share experience
- School council

Lilliput Infant School recognises that the more sensitive issues need to be approached consistently across the school. We ensure that all teaching materials used are appropriate to the age, religious and cultural backgrounds of our pupils. We aim to develop the children's knowledge and understanding of the following areas:

- Parts of the body
- Body image and self-esteem
- The importance of family life
- Building and sustaining healthy, positive relationships
- Respect for the views of other people

Assessment

Pupils' progress and development in Relationship and Health Education is monitored by class teachers as part of our internal assessment systems.

Assessment is key to PSHE and with regular reflection on Personal experiences information can be provided that gives an indication of progress and achievement. This is recorded using whole class assessment grids linked to the objectives within Jigsaw. All teachers use this assessment tool twice a year to tie into their yearly overviews. Reception teachers track PSED against the Early Learning Goals and use the EYFS profile as a summative tool.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed.

Context

- Children should be taught to have respect for their own bodies
- Children should learn about their responsibilities to others
- It is important to build positive relationships with others, involving trust and respect

Jigsaw Content –

The grid below shows specific RSHE learning intentions for each year group in the 'Changing Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
1	Piece 4 Boys' and Girls' Bodies	Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina. Respect my body and understand which parts are private.
2	Piece 4 Boys' and Girls' Bodies	Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private.

Statutory Requirements

The school is mindful of its statutory obligation to:

- 1) Publish a RSHE policy and make it available for parents
- 2) Ensure that all teaching materials used are appropriate to age, religious and cultural background of its pupils

- 3) Teach all aspects of RSHE included in the National Curriculum within Science (2013)
- 4) Inform parents of their right to withdraw their children from RSHE other than that taught in national curriculum Science.

Working With Parents

The school is well aware that the primary role in children's RSHE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform and consult parents about the school's RSHE policy
- Write to parents when RSHE and inform parents of the content to be covered
- Answer any questions that parents may have about the RSHE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE in the school

Monitoring and Review of Policy

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee 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...

At Lilliput Infant School 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.

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	- 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). - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	All of these aspects are covered in lessons within the Puzzles - Relationships - Changing Me - Celebrating Difference - Being Me in My World
Caring Friendships	- how important friendships are in making us feel happy and secure, and how people choose and make friends - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties - that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded - 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 - 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	All of these aspects are covered in lessons within the Puzzles - Relationships - Changing Me - Celebrating Difference - Being Me in My World

	situations and how to seek help or advice from others, if needed	
Respectful Relationships	- 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 - practical steps they can take in a range of different contexts to improve or support respectful relationships - the conventions of courtesy and manners - the importance of self-respect and how this links to their own happiness - 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 - 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	All of these aspects are covered in lessons within the Puzzles - Relationships - Changing Me - Celebrating Difference - Being Me in My World

Online relationships	that people sometimes behave differently online, including by pretending to be someone they are not	All of these aspects are covered in lessons within the Puzzles
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	• 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.	• Relationships • Changing Me • Celebrating Difference
Being safe	• 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.	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference

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	- 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 right support is made available, especially if accessed early enough.	All of these aspects are covered in lessons within the Puzzles - Healthy Me - Relationships - Changing Me - Celebrating Difference
Internet safety and harms	- 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	All of these aspects are covered in lessons within the Puzzles - Relationships - Healthy Me

	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.	
Physical health and fitness	• 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.	All of these aspects are covered in lessons within the Puzzles • Healthy Me

Healthy eating	• what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • 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).	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Drugs, alcohol and tobacco	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	
Health and Prevention	• 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	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Basic first aid	• 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.	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Changing adolescent body	• 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.	All of these aspects are covered in lessons within the Puzzles • Changing Me • Healthy Me