



# **PSHE (Personal, Social, Health and Economic Education) Policy**

**(including Relationships and Health Education statutory  
from September 2020)**



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**Name of school**

**Park Hall Infant Academy**

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**Date of policy**

**September 2025**

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**Member of staff responsible**

**Mrs A Rooker**

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**Review date**

**September 2026**

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## **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.

This policy meets the requirements that schools publish a Relationships and Sex Education policy and does this within the wider context of Personal, Social and Health Education.

## **PSHE at Park Hall Infant Academy**

*“Pupils behave well and are safe. They know that bullying is not acceptable and that there are different types of bullying. Bullying is not tolerated, but if it does happen, pupils trust that an adult will sort it out. Pupils understand that ‘people who bully need help and may be sad too’. Pupils show the school values through their words and actions” Ofsted, November 2022.*

At Park Hall Infant Academy we believe that pupils with improved health and well-being can achieve better academically, which in turn leads to greater success. We aim to foster quality relationships

through mutual respect, support and the opportunity to voice opinions. We believe it is important to create a collaborative, inclusive and industrious learning environment for our children to flourish in.

### Aims

Through a variety of learning experiences, Park Hall Infant Academy will help each child to:

- develop resilience, self confidence and high self esteem
- grow into an active, healthy and responsible member of society
- become team workers who can think creatively and critically and successfully manage situations that involve potential risk, conflict or anxiety
- learn about rights and responsibilities and to appreciate what it means to be a citizen in a diverse society
- understand British Values and implement them at an appropriate developmental level in their daily life
- develop a strong work ethic and a passion for learning that makes the most of their abilities
- access information about keeping healthy and safe - emotionally, mentally and physically
- discover the key building blocks of healthy, respectful relationships, focussing on family and friendships, in all contexts, including online environments
- develop spiritual, moral, cultural, mental and physical strengths
- develop positive personal attributes such as kindness, integrity, generosity and honesty
- develop a rich, subject specific vocabulary

At Park Hall Infant Academy, 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. PSHE is an integral part of the whole school curriculum and is embedded in the school's ethos, visions and values. It is based on a foundation of core values such as honesty, respect, happiness, responsibility, tolerance and cooperation. These will, at times, be addressed directly through discrete PSHE lessons (The Jigsaw Programme) and other interventions but they will permeate the whole curriculum. For example, PSHE is implemented through our whole school Values Assemblies where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured. PSHE is also taught through many cross-curricular links and through the provision of effective pastoral care and guidance. Teachers may also, on occasion, deliver PSHE as a result of a specific issue which has arisen in their own class. We teach the developmental skills (see curriculum skills map) necessary to enhance the PSHE growth of each child while providing children with a rich, subject specific vocabulary. When teaching PSHE we take into account the children's individual profiles of strengths and differentiate appropriately to maximise curriculum access for each child.

The discrete element of PSHE is delivered through the Jigsaw Programme. The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website. 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.

## Jigsaw Programme

### Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
<b>Autumn 1:</b>	Being Me in My World	Belonging, welcoming others, children's rights and responsibilities, pupil voice. Jigsaw Charter introduced.
<b>Autumn 2:</b>	Celebrating Difference	Similarities and differences, diversity, bullying.
<b>Spring 1:</b>	Dreams and Goals	Goals for success, personal strengths, overcoming challenges.
<b>Spring 2:</b>	Healthy Me	Emotional and physical health.
<b>Summer 1:</b>	Relationships	Families, friendships, appropriate physical contact, appreciation, dealing with conflict.
<b>Summer 2:</b>	Changing Me	Change, goal setting, celebrating success and growth mindset.

Each year group will be taught one Jigsaw Piece (lesson) a week and all lessons are delivered in an age-and-stage-appropriate way so that they meet children's needs. These explicit lessons are reinforced and enhanced in many ways:

- Praise and reward system,
- 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.

All Jigsaw lessons are delivered in an **age appropriate way** and we have adapted lessons and key vocabulary to suit our children at Park Hall Infant Academy.

### The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece (lesson) by using The Jigsaw Charter. It includes the aspects below:

The Jigsaw Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other

- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality).

### **Other school initiatives that support the development and delivery of PSHE**

- Anti-Bullying Week
- World Mental Health Day and Mental Health Week UK
- Weekly Assemblies
- NSPCC PANTS Assembly, NSPCC Speak out, Stay safe
- School Council - established to help voice pupils' ideas and initiatives, with the purpose of making pupil contribution core to PSHE delivery
- Story times
- Golden times (half termly)
- A-Stars – Walk to School Month
- People Who Help Us visitors in EYFS
- E-Safety
- Gold Star Assemblies – celebrating success
- Play Leader responsibilities
- Internet safety
- Parent workshops – school nurse
- School trips
- Wellbeing and Mental Health support packs/books

### **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.”

“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

### **Relationships and Health Education at Park Hall Infant Academy**

Here, at Park Hall Infant 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. 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. 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. The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

#### *Relationships Education*

Following the DfE statutory guidance on Relationships Education, by the end of primary school children are expected to know about ‘Families and people who care for me’, ‘Caring friendships’, ‘Respectful relationships’, ‘Online relationships’, and ‘Being safe’ (see appendix 1). The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 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*

Following the DfE statutory guidance on Health Education, by the end of primary school children are expected to know about ‘Mental wellbeing’, ‘Internet safety and harms’, ‘Physical health and fitness’, ‘Healthy eating’, ‘Drugs, alcohol and tobacco’, ‘Health and prevention’, ‘Basic First Aid’ and ‘Changing adolescent body’ (see appendix 2). The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 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.

## **Equality**

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.”

At Park Hall Infant 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 and Health Education.

## **Special Educational Needs and Disabilities (SEND)**

Our Jigsaw PSHE curriculum is delivered with ambition and inclusion for all pupils, including those with SEND. Through adaptive teaching, lessons are scaffolded to remove barriers while maintaining high expectations. This may include pre-teaching key vocabulary, visual and emotion prompts, chunked instructions, modelling, flexible grouping and structured discussion support. The Jigsaw Charter ensures a safe, respectful environment where every child can participate. Reasonable adjustments, in line with individual needs and EHCP targets, may include alternative methods of recording, additional processing time, sensory breaks or adult support. These approaches enable pupils with SEND to access the full Jigsaw curriculum and make meaningful progress in their personal, social and emotional development.

## **Safeguarding**

Teachers need to be aware that sometimes disclosures may be made during Jigsaw lessons; 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 lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the Academy’s disclosure and/or confidentiality policy is followed.

## **Monitoring and Review**

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.

## **Recording and tracking progress**

Throughout the Early Years Foundation Stage, children are regularly assessed across the strands of (Personal, Social and Emotional Development (PSED) – Self Regulation, Managing Self and Building

Relationships. Assessments are recorded on the INSIGHT tracking system and these assessments inform future lesson planning and individual interventions where necessary.

In KS1 teachers assess children's progress in PSHE using a variety of methods that focus on personal development. These include baseline assessments to gauge starting points, pupil self-assessment tools and teacher observations during discussions and group activities. Written work, creative projects and class debates (which are collated into a class floor book) also help assess understanding. Surveys and questionnaires provide insight into changes in attitudes and perceptions.

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance) [Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/626232/Keeping-children-safe-in-education-2016.pdf)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline) [Respectful School Communities Self-Review and Signposting Tool \(educateagainsthate.com\)](http://www.educateagainsthate.com)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils) [Behaviour in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/626232/Behaviour-in-schools-2016.pdf)
- Equality Act 2010 and schools [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/626232/Equality-Act-2010-advice-for-schools-2016.pdf)
- SEND code of practice: 0 to 25 years (statutory guidance) [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/626232/SEND-code-of-practice-0-to-25-years-2015.pdf)
- Alternative Provision (statutory guidance) [Alternative provision - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/626232/Alternative-provision-2016.pdf)
- Mental Health and Behaviour in Schools (advice for schools) [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/626232/Mental-health-and-behaviour-in-schools-2016.pdf)
- Social, emotional and mental wellbeing in primary and secondary education. (NICE guidance) [Overview | Social, emotional and mental wellbeing in primary and secondary education | Guidance | NICE](http://www.nice.org.uk/guidance/CG176)
- Promoting and supporting mental health and wellbeing in schools and colleges (guidance for schools and colleges) [Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/626232/Promoting-and-supporting-mental-health-and-wellbeing-in-schools-and-colleges-2016.pdf)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) [Preventing bullying - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/626232/Preventing-bullying-2016.pdf)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts) [Advice and guidance | Equality and Human Rights Commission \(equalityhumanrights.com\)](http://www.equalityhumanrights.com/en/advice-and-guidance/equality-and-human-rights-commission)
- 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) [Promoting fundamental British values through SMSC - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/626232/Promoting-fundamental-British-values-through-SMSC-2016.pdf)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development). [Regulating independent schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/626232/Regulating-independent-schools-2016.pdf)

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE. [pshe-association-programme-of-study-2020-map.pdf](https://www.pshe-association.org.uk/programmes-of-study-2020-map.pdf)

Links with other policies

Health and Safety

Behaviour and Discipline

Safeguarding

Anti-Bullying

Mental Health and Emotional Wellbeing

Relationships and Health Education

Jigsaw PSHE documents needed to explain this policy

- Jigsaw and Statutory Relationships and Health Education (mapping document)
- Jigsaw Snapshot Overview
- Jigsaw SMSC and Emotional Literacy (mapping document)
- British Values in Jigsaw

## Appendix 1

### **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:

	<b>Pupils should know...</b>	<b>How Jigsaw provides the solution</b>
<b>Families and people who care for me</b>	<ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• 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).</li><li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li><li>• 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.</li><li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li><li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li></ul>	<p>All of these aspects are covered in lessons within the Puzzle</p> <ul style="list-style-type: none"><li>• Relationships</li><li>• Changing Me</li></ul>

<p><b>Caring friendships</b></p>	<ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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 or advice from others, if needed.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Being Me in My World</li> <li>• Celebrating Difference</li> <li>• Relationships</li> </ul>
<p><b>Respectful relationships</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permissionseeking and giving in relationships with friends, peers and adults.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Being Me in My World</li> <li>• Celebrating Difference</li> <li>• Dreams and Goals</li> <li>• Relationships</li> <li>• Changing Me</li> </ul>

<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Celebrating Difference</li> <li>• Relationships</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Being Me in My World</li> <li>• Celebrating Difference</li> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> </ul>

## Appendix 2

### 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:

	<b>Pupils should know</b>	<b>How Jigsaw provides the solution</b>
<b>Mental wellbeing</b>	<ul style="list-style-type: none"><li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li><li>• 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.</li><li>• 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.</li><li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li><li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li><li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li><li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li><li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li><li>• 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).</li></ul>	<p>Most of these aspects are covered in lessons within the Puzzles (age appropriate)</p> <ul style="list-style-type: none"><li>• Being Me in My World</li><li>• Celebrating Difference</li><li>• Dreams and Goals</li><li>• Healthy Me</li><li>• Relationships</li><li>• Changing Me</li></ul>

	<ul style="list-style-type: none"> <li>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.</li> </ul>	
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>that for most people the internet is an integral part of life and has many benefits.</li> <li>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.</li> <li>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.</li> <li>why social media, some computer games and online gaming, for example, are age restricted.</li> <li>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.</li> <li>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>where and how to report concerns and get support with issues online.</li> </ul>	<p>Some aspects are covered in lessons within the Puzzles (age appropriate)</p> <ul style="list-style-type: none"> <li>Celebrating Difference</li> <li>Dreams and Goals</li> <li>Relationships</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> <li>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.</li> <li>the risks associated with an inactive lifestyle (including obesity).</li> <li>how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Dreams and Goals</li> <li>Healthy Me</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>the principles of planning and preparing a range of healthy meals.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzle</p> <ul style="list-style-type: none"> <li>Healthy Me</li> </ul>

	<ul style="list-style-type: none"> <li>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).</li> </ul>	
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>	<p>Some aspects are covered in lessons within the Puzzle (age appropriate)</p> <ul style="list-style-type: none"> <li>Healthy Me (medicine safety)</li> </ul>
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>the facts and science relating to immunisation and vaccination</li> </ul>	<p>Some aspects are covered in lessons within the Puzzle (age appropriate)</p> <ul style="list-style-type: none"> <li>Healthy Me</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary.</li> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	Not covered in Infant Curriculum.
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	Not covered in Infant Curriculum.

