



PSHE (Personal, Social, Health Education) Policy (including Relationships Education, Relationships and Sex Education and Health Education statutory from September 2026)

Name of school	Furzeham Primary & Nursery School
Date of policy	Summer Term 2026
Member of staff responsible	P. Adams
Review date	Spring Term 2027

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 Furzeham Primary and Nursery School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

This also supports the "Personal Development and Well-being" and "Attendance and Behaviour" 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 Education, Relationships and Sex Education (RSE) 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.2

“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 Englandas 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”.

“Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children’s happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise”.

“All of this content should support the wider work of schools in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.”

“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 2025

“Schools have significant freedom to implement this guidance in the context of a broad and balanced curriculum.”

“Effective, high-quality teaching will breakdown core knowledge and skills into manageable and well-sequenced units, including opportunities for pupils to practise skills so that they will be confident to use them in real-life situations. The curriculum should build knowledge and skills sequentially, with regular feedback provided on pupil progress. Lessons should ensure that all pupils are challenged, and assessments should identify where pupils need support or intervention.”

DfE Guidance p.32

“All schools must have an up-to-date written policy for relationships education or, where they teach sex education for RSE.”

DfE Guidance p.4

Here, at Furzeham Primary and Nursery School 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. It is delivered alongside our science curriculum and health and well-being lessons. It is rooted in the following of our school aims.

- To provide the best possible all-round education for all our children,
- To have high expectations of our children and inspire them to have high hopes of themselves and each other
- To constantly learn from each other, to promote safe, healthy lifestyles,
- To develop spiritually, morally and culturally

We include the statutory Relationships, Relationships and Sex Education (RSE) 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 Education, Relationships and Sex Education (RSE) 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))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

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

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

How does this RHSE fit into the Personal, Social and Health Education framework at Furzeham School?

Relationship and sex education is supported by our wider curriculum for Personal, Social and Health Education. Pupils receive their sex education in the wider context of relationships; and are prepared for the opportunities, responsibilities and experiences of adult life.

This is planned with regard to the 'Jigsaw' PSHE programme and the National Curriculum framework for PSHE and Citizenship and Science at Key Stages 1 and 2. It is delivered through four broad themes to ensure effective provision.

The four themes are:

1. developing confidence and responsibility and making the most of pupils' abilities;
2. preparing to play an active role as citizens;
3. developing a healthier, safer lifestyle; and
4. developing good relationships and respecting differences between people.

RSHE contributes to the foundation of PSHE and Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships.
- are able to name parts of the body and describe how their bodies work.
- can protect themselves and ask for help and support.
- are prepared for puberty.
- develop a respect for individual conscience and the skills to judge what kind of relationships they want.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and self-esteem and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding. Explorations of concepts of diversity, empathy and inclusivity.
Spring 1:	Dreams and Goals	Includes goal setting, perseverance and the development of a growth mindset. Reflections of 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	Focuses on mental health, physical wellbeing and developing healthy habits that will serve me throughout my life as well as how to make good choices, manage emotions and build resilience in everyday challenges.
Summer 1:	Relationships	Includes understanding healthy relationships, communication skills and personal boundaries as well as forming respectful relationships with peers and adults and how to recognise and maintain boundaries in various contexts, including friendships, family and online.
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change.

At Furzeham Primary and Nursery School we allocate time to PSHE each week to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, 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.

Class teachers deliver the weekly lessons to their own classes.

We appreciate that some aspects of RSE may be a cause for embarrassment for some people, however it is important that take steps to overcome this. Teachers are encouraged therefore to:-

- establish agreed ground rules with their pupils during RSE lessons
- use 'distancing' techniques; to ensure that the content is dealt with in a sensitive but objective manner and avoids being related to close personal experience
- know how to deal with unexpected questions or comments from pupils;
- use discussion
- choose appropriate materials
- encourage reflection

Relationships Education

What does the DfE statutory guidance on Relationships and Sex 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, kind relationships', 'Online safety and awareness', and 'Being safe'.

DfE Guidance, 2025

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 Education, Relationships and Sex Education and Health Education.

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

Health Education

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

Health Education in primary schools will cover 'General wellbeing', 'Wellbeing online', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol, tobacco and vaping', 'Health protection and prevention', 'Personal safety', 'Basic First Aid' and 'Developing bodies.'

DfE Guidance, 2025

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.

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.

Sex Education

The DfE Guidance 2025 (p.11) recommends that primary schools teach sex education in year 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science.

However, 'Sex Education is not compulsory in primary schools.' (p.11 of DfE guidance)

At Furzeham Primary and Nursery School, we believe children should understand the facts about human reproduction before they leave.

We define Sex Education as understanding human reproduction.

We intend to teach this as part of PSHE Jigsaw programme and lessons in year 6 only. Parents will have the right to withdraw their child from these lessons if they so wish.

RHSE in Year Six

Teaching of RHSE in Year 6 is more structured and is provided outside the National Curriculum for PSHE and Science. This includes preparation for puberty and the understanding of conception and birth and information about periods and voice breaking. We also believe that all pupils need to feel that RHSE is relevant to them and we are sensitive to their needs, recognising their developing sexuality and their family situations.

Whenever possible and appropriate all children, including those who develop earlier than the average, are taught about puberty before they experience the onset of physical changes. The Year 6 children are not split into single sex groups for the teaching of RHSE. The class teachers usually undertake these lessons and they use a variety of strategies and resources to emphasise and teach the RHSE effectively.

The 'proper' words are used and include: breast, penis, testicles, vagina, sperm cells, ovum, ovaries, womb, umbilical cord and navel.

A letter is sent to parents before any class begins the sessions and parents who are interested or concerned, are invited to speak with the teachers.

If requested the schools will support parents in their role as sex educators, there is a small library of books and pamphlets, however parents do have the right to withdraw their children from these lessons if they wish. Any requests should be made to the headteacher in writing.

There is a graduated, age-appropriate programme of relationship and sex education. Teaching methods take into account the developmental differences of children and the potential for discussion on a one to-one basis or in small groups.

Parents' right to request their child be excused from Sex Education

"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.2.

At Furzeham and Nursery School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this.

Parents who withdraw their children

Parents have the right to withdraw their children from all or part of the relationship and sex education provided at school except for those parts included in the statutory National Curriculum. Should a parent wish to withdraw their child alternative arrangements following discussion with the headteacher, a DfES standard pack of information for parents who withdraw their children from RSE will be made available.

How do we work with Parents?

Partnership with parents is essential to effective relationship, health and sex education.

Research shows that children and young people want to receive their initial relationship and sex education from their parents and families, with school and other adults building on this later. But we recognise that some parents find it difficult to talk to their children about relationships and sex. Some aspects of relationship and sex education might be of particular concern to some parents. Teachers have a responsibility to ensure the safety and welfare of pupils and act in loco parentis. Parents may need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education within the PSHE framework. Teachers and all those contributing to relationship and sex education are expected to work in line with school's policy.

"Listening and responding to the views of pupils and parents helps to ensure that RSHE meets pupils' needs and that topics are taught at the right time to support children to build positive relationships and avoid harms before they occur."

DfE guidance, p.4

Why parents are so important?

Parents are the key people in teaching their children about relationships and sex; maintaining the culture and ethos of the family; helping their children cope with the emotional and physical aspects of growing up; and preparing them for the challenges and responsibilities that sexual maturity brings.

How can we support parents?

Parents may need support to talk to their children about relationships and sex. Advice can be given on how to link support in talking to their children about relationship and sex education with what is being taught in school

Consulting parents

Parents are actively encouraged to work with us to determine the content of relationship and sex education programmes. Reflection around parents' own experiences of sex education can often lead to a productive discussion in which teachers and parents can start planning relationship and sex education provision for their children. The school's relationship and sex education programme will complement and support their role as parents.

Health Professionals

At Furzeham School, we work closely with the school nurse in the development and implementation of our RHSE and PSHE programme and this involves:

- supporting the work of teachers
- working in partnership with parents to make links between the school and other relevant professionals

Health professionals who are involved in delivering programmes are expected to work within the school's relationship and sex education policy and instructions of the headteacher.

Child Protection

Children cannot learn effectively if they are concerned or frightened about being abused or being the victims of violence in the home. They have a right to expect school to provide a safe and secure environment. Staff will take notice of any fears or worries that they bring into the classroom. Sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, can lead to disclosure of a child protection issue. If a member of a school's staff (teaching or non-teaching) suspects that a child is a victim of abuse or they have reason to believe that he/she is at risk of abuse, they should carry out the procedures set out in the Schools Child Protection policy, a copy of which is kept in each classroom along with welfare concern forms. Any signs of abuse concerns or suspicions must be reported to Mrs Goddard, Mr Adams or Mrs Sloan who are designated Safeguarding Leads. They should also be aware of the information regarding procedures if a member of staff is accused of abuse;

Joint guidance by DfE and the Department of Health published in 1999 –“Working Together to Safeguard Children” and “Keeping Children Safe in Education” (both updated in 2024) – sets out how all agencies and professionals should work together to promote children's welfare and protect them from abuse and neglect. A copy of this is kept in the file in Mr Adams 'office.

Confidentiality policy

Should information be passed to a staff member that is considered to be of a sensitive or confidential nature the following approach will be applied.

- pupils will be reassured that their best interests will be maintained;
- pupils will be encouraged to talk to their parents or carers and given support to do so;
- pupils will be told that teachers cannot offer unconditional confidentiality;
- pupils will be reassured that, if confidentiality has to be broken, they will be informed first and then supported as appropriate;
- if there is any possibility of abuse, the school's child protection procedure will be followed
- ground rules will be established during RSE lessons in KS2 to ensure that confidential disclosures can take place (question box).

Personal disclosures

Disclosures from pupils may take place at any time and may not be made in an appropriate place or at an appropriate time. If this happens, the teacher should talk again individually to the pupil before the end of the school day.

There may be rare occasions when a teacher or staff member is directly approached by a child who discloses that they are sexually active or are contemplating sexual activity. This should be viewed as

a child protection issue and referred to the Designated Safeguarding Leads who will make sensitive arrangements, in discussion with the child, to ensure that parents or carers are informed; to address any child protection issues and ensure that help is provided for the child and family.

Further information about relationship and sex education is available from a range of national statutory bodies and voluntary organisations such as the Sex Education Forum based at the National Children's Bureau; or the Healthy Schools Programme website Wired for Health(www.wiredforhealth.gov.uk).

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 (RHSE) 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 2025 (p.36) states, "Schools are required to comply with relevant requirements of the Equality Act 2010.....when teaching RSHE".

"Schools must ensure topics in RSHE are taught in a way which does not discriminate against pupils or amount to harassment".

"We strongly encourage primary schools to teach about healthy loving relationships, and to include same sex parents along with other family arrangements when discussing families."

At Furzeham Primary and Nursery 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.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see:

'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

Policy Review

This policy is reviewed annually.

	Signed Headteacher	Signed Chair of Governors
Date of review: June 2026		
Date of next review: Spring 2027		

Relationships Education in Primary Schools (Appendix) – DfE Guidance 2025

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. 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	1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as 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. 3. That the families of other children, 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. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. 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	1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	

	3. . That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	
Respectful, kind relationships	1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	

	7. The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	
Online safety and awareness	1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.	All these aspects are covered in lessons within the puzzles: • Relationships • Changing Me • Celebrating Difference

	6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.	
Being safe	1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	All these aspects are covered in lessons within the puzzles: • 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:

General wellbeing	1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2. The importance of promoting general wellbeing and physical health. 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6. That isolation and loneliness can affect children, and the benefits of seeking support. 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. 9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 10. That it is common to experience mental health problems, and early support can help.	All these aspects are covered in lessons within the puzzles: • Healthy Me • Relationships • Changing Me • Celebrating Difference
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Wellbeing Online	1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. 3. The benefits of limiting 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. 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted. 10. That they have rights in relation to sharing personal data, privacy and consent. 11. Where and how to report concerns and get support with issues online.	All these aspects are covered in lessons within the puzzles: • Relationships • Healthy Me
Physical Health and Fitness	1. The characteristics and mental and physical benefits of an active lifestyle.	All these aspects are covered in lessons within the puzzles:

	2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity. 3. The risks associated with an inactive lifestyle, including obesity. 4. How and when to seek support including which adults to speak to in school if they are worried about their health.	• Healthy Me
Healthy eating	1.What constitutes a healthy diet (including understanding calories and other nutritional content). 2. Understanding the importance of a healthy relationship with food. 3. The principles of planning and preparing a range of healthy meals. 4. 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 these aspects are covered in lessons within the puzzles: • Healthy Me
Drugs, alcohol, tobacco and vaping	1.The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.	All these aspects are covered in lessons within the puzzles: • Healthy Me
Health Protection and Prevention	1.How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. 4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check ups at the dentist.	All these aspects are covered in lessons within the puzzles: • Healthy Me

	5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.	
Personal Safety	1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. 2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	All these aspects are covered in lessons within the puzzles: • Healthy Me
Basic first aid	1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.	All these aspects are covered in lessons within the puzzles: • Healthy Me
Developing bodies	1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. 3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.	All these aspects are covered in lessons within the puzzles: • Changing Me • Healthy Me

