



Boscastle Community Primary School

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

To be Approved by:	Full Governing Body
Last reviewed on:	06.05.26
Next review due by:	May 2027

Statutory Context and Guidance

This PSHE (including Relationships, Sex Education and Health Education – RSHE) policy is informed by, and complies with, the statutory requirements set out by the Department for Education.

The school currently meets the requirements of **Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (DfE, 2019)**, which remains legally in force until **31 August 2026**.

In **July 2025**, the Department for Education published **updated statutory guidance** for RSHE, which will become compulsory for all schools from **1 September 2026**. In preparation for this, Boscastle Community Primary School is actively reviewing and developing its curriculum, policy and practice to ensure a smooth transition and continued high-quality provision.

Where appropriate, and in an age-appropriate way, the school is beginning to reflect the increased emphasis within the updated guidance on:

- safeguarding and online safety
- respectful and safe relationships
- mental health and wellbeing
- personal safety and risk awareness

This policy will be fully aligned with the updated statutory guidance by **September 2026**.



Purpose

Our school visions and values underpin our ethos and PSHE curriculum; every child is valued and encouraged to achieve their full potential. Every member of our school is encouraged to respect and value each other.

Personal, social and health education is an important and necessary part of all children's education and is a key part of helping children and young people to stay safe and be well-prepared for life in modern Britain.

Through a planned programme of learning, we aim to provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. As part of a whole school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community.

Our school is committed to serving its community. We recognise the multicultural, multi faith and ever-changing nature of the United Kingdom. We embrace the British Values of: Democracy, The rule of law, Individual liberty, Mutual respect and Tolerance of those of different faiths and beliefs. We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Pupil learning outcomes:

We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- Have a sense of purpose
- Value themselves and others

- Form healthy and positive relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

PSHE Curriculum

Personal, Social, Health and Economic Education (PSHE), including statutory Relationships and Health Education, is taught through the **Jigsaw PSHE Programme**, which provides a comprehensive, progressive and age-appropriate spiral curriculum from Reception to Year 6.

Jigsaw ensures that:

- learning is carefully sequenced
- key knowledge and skills are revisited and built upon
- statutory content is embedded across multiple contexts and lessons

Lessons are delivered weekly by class teachers and are supported by a whole-school ethos which promotes wellbeing, respect and personal development. PSHE learning is further reinforced through assemblies, enrichment activities and across the wider curriculum.

The Jigsaw programme supports the school's safeguarding arrangements, equality duties, British Values and the Personal Development expectations within the Ofsted inspection framework.

The school regularly reviews the Jigsaw curriculum and uses updated materials and guidance provided by Jigsaw PSHE Ltd to ensure teaching remains current and relevant to pupils' needs.

Here, at Boscastle 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.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme, which aims to:

- Help children to respect themselves and others;
- Support children through their physical, emotional and moral development;
- Develop skills and understanding to enable children to make healthy responsible choices about their health and wellbeing;
- Help children move confidently and responsibly into adolescence;
- Help children to learn about the full range of different relationships in modern Britain;

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 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.

[jigsaw-3-11-and-rshe-overview-map.pdf \(windows.net\)](#)

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 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)*
- *Mental Health and Behaviour in Schools (advice for schools)*
- *Social, emotional and mental wellbeing in primary and secondary education. (NICE guidance)*
- *Promoting and supporting mental health and wellbeing in schools and colleges (guidance for schools and colleges)*
- *Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)*
- *The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)*
- *Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))*

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

What do we teach when and who teaches it?

Whole-school approach

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
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise

Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Boscastle PSHE lessons are part of the weekly timetable, PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Class teachers deliver the weekly lessons to their own classes. These explicit lessons are reinforced and enhanced in many ways: assemblies, praise and rewards, through relationships child to child, adult to child and adult to adult across the school.

Learning opportunities in other subjects, through our curriculum are also incorporated and specific events and activities are planned into the school year to enrich learning. Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson.

We aim to develop our PSHE ethos to many aspects of school life based on our visions and values. We put this into practise by valuing the opinions and ideas of our children and involving them in new initiatives that have strong PSHE links. Our school Council is also very much involved in collecting opinions and feeding back ideas on how we can improve our school and aspects of school life. We focus on improving sustainability and care of the environment both within our school, and the wider community. We involve the children in our work on anti-bullying, charity fundraising and enterprise, as well as, being involved in decision making and working with staff to collect pupil views, through surveys and feedback.

We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Relationships Education

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

Relationships Education at Boscastle will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

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

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

Health Education

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

Health Education at Boscastle will cover 'Mental wellbeing', 'Internet safety and harms', Physical health and fitness', Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

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

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 through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

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

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

Mental Health and Wellbeing

The school recognises that mental health and wellbeing are integral to children's overall health and development and are a key aspect of safeguarding.

Through PSHE and the wider school curriculum, pupils are taught that:

- mental health is a normal part of everyday life
- everyone experiences a range of emotions
- it is important to talk about feelings and seek help when needed

In line with updated guidance, teaching also includes:

- understanding loneliness and social isolation
- managing change, loss and bereavement
- identifying trusted adults and support networks
- learning simple strategies to support emotional wellbeing

Teachers create a safe, inclusive learning environment where children feel able to ask questions and express concerns.

Online Safety and Digital Safeguarding

Boscastle Community Primary School recognises that children are growing up in an increasingly digital world and that online activity presents both opportunities and risks.

Online safety education is delivered as a **core part of Relationships and Health Education** through the Jigsaw programme and is supported by the school's safeguarding, computing and behaviour policies.

Through PSHE and RSHE, pupils are taught to:

- understand that online relationships should be based on the same principles of respect and safety as face-to-face relationships
- recognise unsafe or inappropriate online behaviour, including bullying, coercion and exploitation
- understand the importance of privacy, boundaries and personal information
- know where and how to report concerns and seek support

In line with updated national guidance and safeguarding expectations, the school also acknowledges emerging online risks, including:

- harmful online content and misinformation
- online influencers and gender-based stereotypes
- AI-generated and manipulated images
- scams, financial exploitation and gaming-related risks

Teaching is age-appropriate, preventative and responsive, and is reviewed annually in line with safeguarding updates.

Personal Safety and Risk Awareness

As part of Health Education and wider PSHE provision, the school teaches children how to recognise and manage risk in everyday situations, supporting pupils to develop confidence, resilience and good judgement.

This includes learning related to:

- staying safe around roads, railways and water
- personal safety in public and community spaces
- understanding risk and making safe choices
- knowing how and when to seek help from trusted adults

These themes are delivered primarily through the Jigsaw programme and are reinforced through assemblies, special visitors and enrichment activities where appropriate.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

We define Sex Education as understanding human reproduction; conception happens through the act of sexual intercourse between two consenting adults, within a loving relationship.

We teach this as part of our PSHE curriculum, following the Jigsaw program; puberty is taught as a statutory requirement of Health Education and covered in the 'Changing Me' Puzzle (unit).

At Boscastle School, we believe children should understand the facts about human reproduction before they leave primary school. We firmly believe that effective RSE can make a significant contribution to the development of the personal skills needed by children if they are to establish and maintain healthy and safe relationships. It also enables children and young people to make responsible and informed decisions about their own health and well-being. This includes our work with Barnado's where children learn about Healthy Relationships with a focus on understanding of healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help ensure that children treat each other well and go on to be respectful and kind adults. This teaches children to recognise signs of unhealthy relationships and covers the topic of consent in an age-appropriate way.

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 i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 3 (Conception, birth)

We will also inform parents of this right by newsletter, in the term before the Changing Me Puzzle is taught.

Please be aware that the National Curriculum for Science requires children to know how mammals reproduce. Parents may not withdraw their children from these lessons. Therefore, we firmly believe that it is appropriate and important to teach about human reproduction as part of our PSHE program.

Parents' right to request their child be withdrawn 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.17

If parents wish to request to withdraw their child from aspects of the Sex Education curriculum they should put their request in writing to the Head Teacher, who will arrange an appointment to discuss and consider the request.

Respectful Relationships, Equality and Inclusion

Boscastle Community Primary School is committed to promoting equality, dignity and respect for all members of the school community.

In line with the Equality Act 2010, the PSHE curriculum:

- recognises and values diversity in modern Britain
- promotes respect for different family structures, cultures, beliefs and identities
- challenges prejudice, discrimination and stereotyping

Through Relationships Education, pupils learn:

- how respectful relationships are built on kindness, honesty and fairness
- that bullying, harassment and violence of any kind are unacceptable
- the importance of consent, boundaries and personal choice, taught in an age-appropriate way

The school recognises the importance of promoting positive attitudes and behaviours from an early age, including challenging harmful stereotypes and supporting children to develop empathy and mutual respect.

Our curriculum, using the guidance of the Jigsaw resources, respects, and teaches our children to respect all family forms: traditional mum and dad, single parent, adopted and fostered children, multi-generational families, families with two mums or two dads, or mixed families with children with different mums and dads.

At Boscastle, 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 views and values, religious, cultural or otherwise. We will encourage children to talk to their families and trusted grown-ups about RSHE topics, so that they can discuss them within your own family perspective.

Monitoring and Review

The PSHE (& RSHE) subject leader will monitor delivery of PSHE (& RSHE) through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation will be based on:

- Pupil and teacher evaluation of the content and learning processes
- Monitoring of children's written work/ class displays
- Pupil Voice
- Staff meetings to review and share ideas

The governor responsible for PSHE (& RSHE) carries out termly monitoring, reporting findings and recommendations to the full governing body, as necessary, including if the policy needs modification. Serious consideration is given to any comments from parents about the PSHE (including RSHE) programme and makes a record of all such comments. Governor monitoring includes; liaising with the PSHE (& RSHE) subject leader, lesson observations, feedback from staff, feedback from children through pupil conferencing and ensuring that teaching materials to check they are in accordance with the school's ethos. The Governing Body monitors this policy on an annual basis.

Assessment

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Children will be encouraged to talk about and reflect on their own experiences.

General comments about PSHE will be included in annual reports to parents.

Monitoring, Review and Staff Training

The PSHE (including RSHE) Subject Leader is **Sara Haden** who is responsible for monitoring provision to ensure it is:

- consistent
- inclusive
- accurate
- age-appropriate

Monitoring includes:

- lesson observations and learning walks
- pupil voice
- staff feedback
- governor oversight

All staff receive appropriate training and support to deliver PSHE confidently, including updates linked to safeguarding, online safety and wellbeing.

Safeguarding and Confidentiality

Safeguarding and promoting the welfare of children is at the heart of PSHE and RSHE provision at Boscastle Community Primary School.

All staff are aware that:

- safeguarding includes protection from abuse, neglect and exploitation, including online
- concerns may arise through PSHE discussions
- children may disclose safeguarding information during lessons

While staff respect pupils' privacy, confidentiality cannot be maintained where a child is at risk of harm. Any safeguarding concerns are reported in line with the school's Safeguarding policy and statutory guidance *Keeping Children Safe in Education*.

Children are made aware, in an age-appropriate way, of the school's safeguarding responsibilities and are supported throughout any necessary process.

Special Educational Needs and Disabilities

PSHE (& RSHE) will be accessible for all children. Careful consideration is given to planning teaching for children with special educational needs and disabilities. High quality teaching that is differentiated to ensure accessibility. Boscastle is mindful of preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

Working with Parents and Carers

The school recognises that parents and carers are key partners in children's learning and wellbeing.

The school:

- informs parents about the PSHE and RSHE curriculum
- communicates clearly about content taught, including sex education
- signposts parents to resources and support materials

Parents have the right to request the withdrawal of their child from **non-statutory sex education**, in line with statutory guidance. Requests should be made in writing to the Headteacher, who will meet with parents to discuss the request.

Parents cannot withdraw children from statutory Relationships Education or Health Education.

Parental and Community Involvement

Working with parents is a vital part of the whole school approach to PSHE. We value feedback and views from parents regarding our PSHE (& RSHE) curriculum and feedback received as part of the consultation process will be used to inform our policy.

We aim to share signpost parents to information and resources which supports our PSHE curriculum. This year, all families will receive a book called 'Watch Out!' donated to us by the Rotary Club, Bude.

Parents are invited to join in events in school to share, and help to shape, our policy and approach to PSHE and RHSE. We also have a link with our local church. We aim to involve outside agencies, including NSPCC, Police Community Support Officer, Barnados, school nurse team, local fire service, RNLI, Mini First Aid, to deliver and support aspects of the PSHE and RSHE curriculum, where possible.

Links with other policies

- Safeguarding Policy
- Equalities Policy
- SEND Policy

Additional Information

Jigsaw PSHE supplementary documents needed to explain this policy:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document) [jigsaw-3-11-and-rshe-overview-map.pdf \(windows.net\)](#)
- Including and valuing all children. What does Jigsaw teach about LGBT+ relationships? [rshe-a-guide-for-parents-and-carers-leaflet-2020.pdf \(windows.net\)](#)



Relationships Education in Primary schools (Appendix) – 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 references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

The guidance states that, by the end of primary school:

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	• R1 that families are important for children growing up because they can give love, security and stability. • R2 the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • R3 that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • R4 that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference • Being Me in My World

Caring friendships	• R7 how important friendships are in making us feel happy and secure, and how people choose and make friends • R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded • R10 that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed	All of these aspects are covered in lessons within the Puzzles • Being Me in My World • Celebrating Difference • Relationships
Respectful relationships	• R12 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • R13 practical steps they can take in a range of different contexts to improve or support respectful relationships • R14 the conventions of courtesy and manners • R15 the importance of self-respect and how this links to their own happiness • R16 that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • R17 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive • R19 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 • Being Me in My World • Celebrating Difference • Dreams and Goals • Healthy Me • Relationships • Changing Me
Online relationships	• R20 that people sometimes behave differently online, including by pretending to be someone they are not. • R21 that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.	All of these aspects are covered in lessons within the Puzzles • Relationships

	• R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • R24 how information and data is shared and used online.	• Changing Me • Celebrating Difference
Being safe	• R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • R26 about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. • R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, • R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. • R32 where to get advice e.g. family, school and/or other sources.	All of 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:

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	• H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. • H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).	All of these aspects are covered in lessons within the Puzzles • Healthy Me • Relationships • Changing Me • Celebrating Difference

	• H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	
Internet safety and harms	• H11 that for most people the internet is an integral part of life and has many benefits. • H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • H14 why social media, some computer games and online gaming, for example, are age restricted. • H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • H17 where and how to report concerns and get support with issues online.	All of these aspects are covered in lessons within the Puzzles • Relationships • Healthy Me
Physical health and fitness	• H18 the characteristics and mental and physical benefits of an active lifestyle. • H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • H20 the risks associated with an inactive lifestyle (including obesity). • H21 how and when to seek support including which adults to speak to in school if they are worried about their health.	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Healthy eating	• H22 what constitutes a healthy diet (including understanding calories and other nutritional content).	All of these aspects are covered in lessons within the Puzzles

	• H23 the principles of planning and preparing a range of healthy meals. • H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	• Healthy Me
Drugs, alcohol and tobacco	• H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Health and prevention	• H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • H31 the facts and science relating to immunisation and vaccination	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Basic first aid	• H32 how to make a clear and efficient call to emergency services if necessary. • H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Changing adolescent body	• H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • H35 about menstrual wellbeing including the key facts about the menstrual cycle.	All of these aspects are covered in lessons within the Puzzles • Changing Me • Healthy Me

End of Guidance Appendix