



ROECROFT
Lower School

DRAFT

PSHE including RHE POLICY

PSHE & RSHE Policy Update

Please note that our **Personal, Social, Health, and Economic (PSHE) and RSHE policy** is currently undergoing its scheduled review to ensure full alignment with the latest Department for Education (DfE) guidelines.

A copy of the **Draft Policy** is available on our website. This draft is scheduled for formal review and ratification by the Governing Body at their next meeting on **17th November 2026**.

Until formal ratification takes place, the school continues to operate under the framework of our existing policy.

Review Body:	Full Governing Body
Type of Policy:	Statutory
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Ratified:	
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Amendments in this Issue	
1.	Page 1 - Appendix changed to updated to DFE guidance 2025
2.	Page 2, Section 3- DFE guidance date update to 2025
3.	Page 3 -DFE guidance updated
4.	Page 4 -Hyperlinks updated
5.	Page 4, Section 4 – Jigsaw table of curriculum coverage updated
6.	Page 5 - Added in how lessons are adapted to meet specific needs and characteristics.
7.	Page 5 - Added section on supporting staff and how to overcome challenges
8.	Page 6, section 7- Updated Sex Education recommendations to DFE 2025 guidance
9.	Page 7, section 8 – Added more information about how monitoring is carried out
10.	Page 7, Section 9 - Updated information about equality based on DFE 2025 guidance
11.	Page 7, Section 10 – Added information about parent consultation when updating and reviewing the policy
12.	Page 9, Section 11 – extra section added about supporting parents
13.	Page 9, Appendix One – updated curriculum coverage to meet DFE guidance 2025
14.	Page 13, Appendix Two – updated curriculum coverage to meet DFE guidance 2025

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1. 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.

2. Personal Social and Health Education (PSHE)

At Roecroft, 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. 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, and Cultural) development opportunities provided for our children.

3. 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 2025 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 England...as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

Secretary of State Foreword DfE Guidance 2025 p.4-5

'Schools must have regard to the guidance, and where they depart from those parts of the guidance which state that they should (or should not) do something they will need to have good reasons for doing so.

DFE guidance 2025 p. 3

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

This programme's complementary 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 2025](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour 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)
- [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.

4. 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 2	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.
Spring 1	Dreams and Goals	Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively.
Spring 2	Healthy Me	The relationship between physical and emotional health; nutrition, sleep, exercise and hygiene; emotional wellbeing; drug education (including medicines); keeping safe; understanding habits and making healthy lifestyle choices.
Summer 1	Relationships	Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and communication skills, recognising when relationships are unhealthy, understanding loss and bereavement.
Summer 2	Changing Me	Understanding life cycles and human growth, coping positively with change, body image and self-esteem, puberty education, changing relationships, and for upper Key Stage 2, human reproduction (where taught as sex education - see Section 6).
Autumn 2	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.

At Roecroft we allocate an hour of curriculum time each week to PSHE 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.

Whilst we follow the Jigsaw programme, we recognise that our children, families and context have specific needs and characteristics. Our PSHE lead and class teachers carefully consider each lesson's content and approach to ensure it is appropriate and relevant for our pupils.

These explicit lessons are reinforced and enhanced in many ways: Assemblies, 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. This links very closely with our values-based education.

Supporting Staff

The Jigsaw programme provides detailed lesson plans, teaching resources, assessment materials and guidance, reducing planning burden and ensuring consistency across year groups.

Staff receive training on:

- Using the Jigsaw programme effectively
- Teaching sensitive and controversial topics
- Managing difficult questions and discussions
- Safeguarding and responding to disclosures
- Creating safe, inclusive classroom environments
- Current issues affecting children (e.g., online safety, mental health)

Collaborative planning is carried out to share effective practice, discuss challenges, and support each other in delivering sensitive content.

The PSHE lead and senior leadership team provide ongoing support, including observing lessons where helpful, advising on complex situations, and ensuring staff wellbeing.

5. Relationships Education

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

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful, kind relationships', 'Online safety and awareness', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. (See appendix 1)

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.

6. 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 and Tobacco', 'Health and Prevention', 'Personal Safety, 'Basic First Aid' and 'Developing Bodies'.

The expected outcomes for each of these elements can be found further on in this policy.
(See appendix 2)

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.

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.

7. Sex Education

The DfE guidance 2025 (p.11) states that 'sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6'. This is distinct from the statutory Health Education content about puberty and menstruation, and from Science curriculum content about life cycles and reproduction in mammals, from which children cannot be withdrawn.

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'.

At Roecroft, we believe children should understand the facts about human reproduction before they leave primary school so this will become a part of our PSHE and science curriculum, if we retain year 5 and 6 and become a primary school setting. We feel this will suit our pupils as they reach this age and level of maturity.

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE" DfE Guidance p.6

At Roecroft, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We communicate with Year 4 parents during summer term to inform them of this unit and what is covered.

We conclude that sex education refers to Human Reproduction, and therefore will 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 5, Lesson 4 (Conception)

Year 6, Lesson 3 (Conception, birth)

Please note this will only be applicable when we become a primary school setting and refers to the year 5 and 6 curriculum. We will communicate with parents in more detail on this area of our curriculum, as we approach this period of transition.

8. Monitoring and Review

Monitoring enables us to celebrate effective practice, identify areas for development, and ensure consistency in quality across the school. The PSHE lead, working with senior leadership and governors, monitors PSHE provision through reviewing planning, learning walks and book looks. Pupil voice activities are carried to understand the children's experience of PSHE. Parent feedback is also given through consultation.

The PSHE lead reviews the policy annually, it is then reviewed by the full governing body. A member of the governing body meets annually with the PSHE lead to ensure the school are fulfilling all their statutory duties with regards to the PSHE and RHE curriculum. The teaching and learning of PSHE and RHE across the school is monitored by the subject lead and the SLT.

9. Equality

This policy will inform the school's Equalities Plan.

The DFE Guidance 2025 (p. 37) states, "RSHE should be sensitive to the religious background of pupils, and schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics."

"Pupils should understand the importance of equality and respect throughout their education. 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." DFE Guidance 2025 (p.36)

At Roecroft we promote respect for all and value every individual child. We also respect the rights 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?'

10. Policy Review

This policy is reviewed annually by the subject lead and ratified by the governing body. Parents will be consulted when reviewing the policy and their thoughts will be taken into account. Special attention will be paid key stage two as we move towards retaining year 5 and 6 pupils and becoming a primary school setting.

" All schools must have an up-to-date written policy for relationships education or, where they teach sex education, for RSE. Schools must proactively engage and consult parents when they develop and review their policy, ensuring parents understand that effective RSHE is important for promoting and protecting the wellbeing of all children".

DFE guidance 2025 p. 4

11. Supporting parents

At the beginning of the academic year, we guide parents to our school website, where they can find an overview of the PSHE topics that will be covered, along with knowledge organisers that offer support for learning at home. Prior to the start of the Summer 2 term, parents are also notified about the “Changing Me” unit and invited to contact the PSHE lead or class teacher if they have any questions or concerns.

We respond to any concerns through open and transparent communication, sharing relevant curriculum materials where appropriate, explaining the purpose of the content, and demonstrating how lessons are delivered in a sensitive, age-appropriate way.

12. Linked Documents

Jigsaw PSHE supplementary documents needed to explain this policy are listed below. Both documents can be found on the school website.

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)
- Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?

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

The focus for primary relationships education should be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe. 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 are at the heart of safe and happy families and are important for children's security as they grow up. • R5 That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • 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	• CF1 How important friendships are in making us feel happy and secure, and how people choose and make friends • CF2 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. • CF3 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. • CF4 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. • CF5 That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened	

	• CF6 How to manage conflict, and that resorting to violence is never right. • CF7 How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	
Respectful, Kind Relationships	• RKR1 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. • RKR2 The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • RKR3 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. • RKR4 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. • RKR5 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 • RKR6 practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships • RKR7 The conventions of courtesy and manners. • RKR8 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. • RKR9 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. • RKR10 What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. • RKR 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	• OSA1 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.	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference

	• OSA2 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 • OSA3 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. • OSA4 The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • OSA5 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. • OSA6 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.	As per our ICT and online safety policy we teach additional sessions beyond the JIGSAW scheme of work to ensure we are meeting our pupils needs in this area of the curriculum.
Being safe	• BS1 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 • BS2 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. • BS3 That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. • BS4 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do or do not know. • BS5 How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. • BS6 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. • BS7 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 of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference

Primary health and mental well-being education in Primary schools – DfE Guidance

Health education in primary starts with the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness. Schools should emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors.

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
General Wellbeing	• GW1 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. • GW2 The importance of promoting general wellbeing and physical health. • GW3 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. • GW4 How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. • GW5 How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • GW6 That isolation and loneliness can affect children, and the benefits of seeking support. • GW7 That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. • GW8 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. • GW9 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).	All of these aspects are covered in lessons within the Puzzles • Healthy Me • Relationships • Changing Me • Celebrating Difference • Being Me in My World

	• GW10 That it is common to experience mental health problems, and early support can help.	
Wellbeing Online	• WO1 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. • WO2 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. • WO3 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. • WO4 How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online • WO5 Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. • WO6 The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. • WO7 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. • WO8 That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. • WO9 How to understand the information they find online, including from search engines, and know how information is selected and targeted • WO10 That they have rights in relation to sharing personal data, privacy and consent. • WO11 Where and how to report concerns and get support with issues online. •	All of these aspects are covered in lessons within the Puzzles • Celebrating difference • Dreams and Goals • Relationships • Healthy Me As per our ICT and online safety policy we teach additional sessions beyond the JIGSAW scheme of work to ensure we are meeting our pupils needs in this area of the curriculum.
Physical health and fitness	• PHF1 The characteristics and mental and physical benefits of an active lifestyle. • PHF2 The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or	All of these aspects are covered in lessons within the Puzzles • Healthy Me • Dreams and Goals • Relationships

	cycling to school, a daily active mile or other forms of regular, vigorous physical activity. • PHF3 The risks associated with an inactive lifestyle (including obesity). • PHF4 How and when to seek support including which adults to speak to in school if they are worried about their health.	
Healthy eating	• HE1 What constitutes a healthy diet (including understanding calories and other nutritional content). • HE2 Understanding the importance of a healthy relationship with food • HE3 The principles of planning and preparing a range of healthy meals. • H24 The characteristics of a poor diet and risks associated with unhealthy eating	All of these aspects are covered in lessons within the Puzzles • Healthy Me • Dreams and Goals
Drugs, alcohol and tobacco	• DATV1 The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Health and prevention	• HP1 How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • HP2 About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • HP 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. • HP 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. • HP5 About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • HP6 the facts and science relating to immunisation and vaccination	All of these aspects are covered in lessons within the Puzzles • Healthy Me • Relationships • Changing Me • Dreams and Goals
Personal Safety	• PS 1 About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. • PS2 How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	All of these aspects are covered in lessons within the Puzzles • Healthy Me • Dreams and Goals
Basic first aid	• BFA1 how to make a clear and efficient call to emergency services if necessary. including the importance of reporting incidents rather than filming them.	All of these aspects are covered in lessons within the Puzzles • Healthy Me

	• BFA2 Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.	
Developing bodies	DB 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. DB 2: Pupils should understand that certain body parts are private and have skills to understand and express their own boundaries around these body parts. DB 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 of these aspects are covered in lessons within the Puzzles • Changing Me • relationships

End of Guidance Appendix