PSHE POLICY
CAPTAIN WEBB PRIMARY SCHOOL

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Agreed By			

Captain Webb Primary School

PSHE (Personal, Social, Health Education) Policy

Introduction

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 in later life.

Aims of teaching

At Captain Webb Primary 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.

The overview of the programme can be seen on the school website. This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

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 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.

Teaching and learning of PSHE

At Captain Webb Primary School we allocate every Monday morning to PSHE each week in order 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.

Programmes of study

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

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 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 in primary schools 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 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.

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'.
At Captain Webb Primary School, we believe children should understand the facts about human reproduction before they leave primary school so they have a full understanding of the terminology and the facts surrounding this.
We define Sex Education as understanding human reproduction.
We intend to teach this through the whole school Jigsaw piece entitled Changing Me.
(explain your position… if you will teach it as part of PSHE in which case parents have the right to withdraw their child, or will you teach it within Science in which case they can't withdraw etc. See below for possible options but this must be your school's decision)

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.17
At Captain Webb Primary 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 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)
The school will inform parents of this before the unit is taught towards the end of the Spring term.
We also incorporate another scheme called 'Respect yourself' which focuses on healthy relationships Each session is designed to be active, fun and engaging, but also challenging. Whilst not all of the session plans raise domestic abuse directly, they have been written using themes found to be effective in tackling domestic abuse.

Foundation stage
In the early years, children are taught PSHE through all aspects of the curriculum. We acknowledge that nurturing the relationship between home, school and the community can be taught by encouraging children to work, share and co-operate. Children in EYFS are also taught how to become more independent and how to respect one another. They are encouraged to:
Ask for help and talk to others
Manage their thoughts and feelings
Build new relationships
Show respect to others
Develop self-confidence and self-awareness
In addition to the above, a weekly lesson will also be taught to children in reception. The content of each unit of work, across each half term, is provided below –

	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

Content coverage:	Being yourself. Understanding different feelings. Being in a classroom. Being gentle and kind. Understanding rights and responsibilities.	Identifying and recognising talents. Being and feeling special. Families. Where we live. Friends and friendship. Standing up for yourself.	Challenges and perseverance. Setting personal targets. Overcoming obstacles. How, where and when to seek help. Different jobs. Achieving goals.	Exercising the body and the importance of physical activity. Healthy food. The importance of sleep. Keeping clean. Being safe.	Family life. Friendships Breaking friendships. Falling out Dealing with bullying. Being a good friend.	The body. Respecting my body. Growing up. Growing and changing. Fun and fears. Celebrations

KS1

Overview of termly content:

Year Group	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

Yr 1	The importance of feeling special and safe. Being part of a class. Understanding Rights and responsibilities. Feeling Proud and rewards. Consequences and owning the 'Learning Charter'	Similarities and differences. Understanding bullying and knowing how to address it. Making new friends. Celebrating everyone's differences.	Setting personal goals. Identifying successes and making achievements. Learning in different ways. Working well and celebrating achievements with a partner. Taking on new challenges. Identifying and overcoming obstacles. Recognising feelings of success.	Keeping healthy Leading a healthier lifestyle. Keeping clean and being safe.	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Animal and human life cycles Changes in me. Changes since being a baby Differences between female and male bodies. The link between growing and learning. Dealing with change and getting ready for Y2.

Yr 2	Hopes and fears for the year. Understanding rights and responsibilities. Rewards and consequences. Establishing and maintaining a safe and fair learning environment. Valuing everyone's contributions. Choices. Recognising feelings.	Making assumptions and understanding stereotypes about gender. Understanding bullying. Standing up for self and others. Making new friends. Gender diversity. Celebrating difference and remaining friends.	Achieving realistic targets. Perseverance. Learning strengths. Learning with others and group co-operation. Contributing to and sharing success.	Being motivated. making healthier choices. Relaxation. Healthy eating and nutrition. Recognising healthy snacks and food.	Different types of family Physical contact boundaries getting on and falling out Secrets Trust and appreciation. Expressing appreciation for special relationships.	Life cycles in nature. Growing from young to old. Becoming more independent Differences in female and male bodies (using correct terminology). Being assertive. Preparing for Getting ready for Y3.

KS2

Overview of termly content:

Year Group	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Yr 3	Setting personal targets. Self-identity and recognising own worth. Positivity when facing challenges. Rules, rights and responsibilities. Rewards and consequences. Making responsible choices. Seeing things from others peoples' points of view.	Families and their differences. Managing family conflict (child-centred). Witnessing bullying and how to solve it. Recognising how words can be hurtful. Giving and receiving compliments.	Difficult challenges and achieving success. Dreams and ambitions. Facing new challenges. Motivation and enthusiasm. Recognising and trying to overcome obstacles. Evaluating learning processes. Managing feelings. Simple money management.	Exercise and Fitness challenges. Food labelling and healthy swaps. Attitudes towards drugs. Keeping safe and why it's important (online and offline scenarios). Respect for self and others. Making healthy and safe choices.	Family roles and responsibilities. Friendship and negotiation. Keeping safe online and who to go to for help. Global citizenship. Awareness of how choices affect others. Awareness of how other children have different lives. Expressing appreciation for family and friends.	How babies grow. Understanding a baby's needs. Outside and inside body changes. Family stereotypes. Challenging my ideas. Getting
Yr 4	Being part of a class team. Being a citizen in my school. Rights, responsibilities and democracy	Challenging assumptions. Judging by appearance. Accepting self and others. Understanding	Hopes and dreams. Overcoming disappointment. Creating new, realistic dreams.	Healthier friendships. Group dynamics. Smoking.	Jealousy. Love and loss. Memories of loved ones.	Being unique. Having a baby. Girls and puberty.

Yr 5	Planning the forthcoming year. Being a good citizen. Rights and responsibilities. Rewards and consequences. How behaviour affects groups. Democracy, having a voice and participating.	Cultural differences and how they can cause conflict. Racism. Rumours, name-calling and types of bullying. Material wealth and happiness. Enjoying and respecting other cultures.	Future dreams. The importance of money. Jobs and careers. Dream job and how to get there. Goals in different cultures. Supporting others through charity. Motivation.	Smoking, including vaping. Alcohol Alcohol and anti-social behaviour. Emergency aid. Body image. Relationships with food. Making healthy choices. Motivation and behaviour.	Self-recognition and self-worth. Building self-esteem. Safer online communities. Online rights and responsibilities. Online gaming and gambling. Reducing screen time. Dangers of online grooming. 'SMARRT' internet safety rules.	Self and body image. Influence of media on body image. Puberty for girls. Puberty for boys. Conception (including IVF). Increasing responsibility. Coping with change. Preparing for Y6.
Yr 6	Identifying goals for the year. Global citizenship. Children's universal rights. Feeling welcome and valued. Choices, consequences and rewards. Group dynamics. Democracy and having a voice. Anti-social behaviour	Perceptions of normality. Understanding disability. Power struggles. Understanding bullying. Inclusion and exclusion. Differences as conflict, difference as celebration. Empathy.	Personal learning goals in and out of school. Success criteria. Emotions associated with success. Making a difference in the world. Motivation. Recognising achievements. Compliments.	Taking personal responsibility. How substances affect the body. Exploitation, including 'county lines' and gang culture. Emotional and mental health. Recognising and managing stress.	Mental health Identifying mental health worries and sources of support. Love and loss. Managing feelings. Power and control. Assertiveness. Technology safety. Taking responsibility with technology use.	Self-image and body image. Puberty and feelings. Conception to birth. Reflections about change. Physical attraction. Respect and consent. Boyfriends and girlfriends. Sexting. Getting ready for Y7.

Planning

Each teacher is able to access the Jigsaw lessons through our planning section via the curriculum section in our TDrive. Here they can access lesson plans along with related resources, such as PowerPoints and specific imagery. Teachers are encouraged to modify lesson slides and the lessons themselves, to ensure that they fully meet the needs of the class and address specifically recognised social and emotional aspects of learning effectively.

Teachers also refer to the knowledge and skills document for the 'I know' and 'I can' statements for each unit theme to ensure that lessons, including those beyond PSHE, promote their achievement as outcomes.

Cross curricular links

PSHE is embedded across the curriculum. Progression maps in all subjects specify aspects of the school's context that are considered at planning level to ensure contextually relevant learning experiences that support PSHE, including use of the local area, school grounds and specialist resources. The school will also plan special events, such as Health Awareness week, Odd socks Day and Anti Bullying Week.

Assessment

Staff at Captain Webb are committed to knowing their children well and promote good relationships. Outcomes and aspects of PSHE are communicated to parents and carers throughout the school year, including at Parent Consultation. End of year reports also convey social and emotional aspects of learning.

It is important for pupils to have opportunities to reflect on their learning, assessment also increases pupils' motivation and improves learning as their raised awareness of their development. Children are active in the assessment of their lessons and are able to review their learning through the use of 'I know' and 'I can' statements which relate to the lesson outcomes, as well as longer term goals.

Assessment in PSHE is ongoing and supported through the use of questioning and ongoing observation.

Equal Opportunities

The DfE Guidance 2019 (p.15) states, "Schools should ensure that the needs of all pupils are appropriately met.' All children will be given equal value irrespective of ethnicity, gender, religious and cultural background and special educational needs (SEN). At William Patten, each student is given access to a full range of activities. Teachers are aware of children's prior understanding and attainment and lessons and resources are adapted where necessary to meet all children's needs, ensure accessibility, challenge and inclusion for all.

At Captain Webb 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.

We aim to create a learning environment that is inclusive and accessible for all students. Lessons will be taught in a way that is educational, sensitive yet enjoyable and teachers will remain inclusive and meet the needs all children. This is achieved by creating a space that feels safe and will encourage all children to explore their emotions and ask questions through carefully and appropriately planned lessons.

Resources

Captain Webb has provided every teacher with the necessary resources to fully implement the teaching of PSHE. This includes; the Jigsaw scheme of work, relevant text books and web links to relevant sites.

Differentiation

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative

learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels.

Role of the Subject Leader
The PSHE Co-ordinator will be responsible for:
- Ensuring the policy and programmes at Captain Webb are implemented as agreed
- Supporting staff to assess pupil's progress
- Recommending targets for whole school development providing new resources when and where necessary.

Index: References and DfE Guidance Mapping to the Jigsaw Scheme
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The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

Relationships Education in Primary schools – DfE Guidance 2019
The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.
The guidance states that, by the end of primary school:

	Pupils should know…	Pupils should know…
Families and people who care for me	- That families are important for children growing up because they can give love, security and stability. - The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of	All of these aspects are covered in lessons within the Puzzles - Relationships - Changing Me - Celebrating Difference

	spending time together and sharing each other's lives. • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	• Being Me in My World
Friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me
Respectful Relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference • Being Me in My World

	• What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission seeking and giving in relationships with friends, peers and adults	
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online.	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard, • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g. family, school and/or other sources.	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference

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	- That mental wellbeing is a normal part of daily life, in the same way as physical health. - That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. - How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. - The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. - Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. - Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. - That bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. - Where and how to seek support (including recognising the triggers for seeking support), including	All of these aspects are covered in lessons within the Puzzles - Healthy Me - Relationships - Changing Me - Celebrating Difference

	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).	
Internet safety and harms	• That for most people the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online.	All of these aspects are covered in lessons within the Puzzles • Relationships • Healthy Me

Physical health and fitness	• The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health.	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Healthy eating	• What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Drugs, alcohol and tobacco	• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	**Drugs, alcohol and tobacco**
Health and Prevention	• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality	All of these aspects are covered in lessons within the Puzzles • Healthy Me

	sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	
	• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	
	• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	
	• The facts and science relating to immunisation and vaccination	
Basic first aid	• How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	All of these aspects are covered in lessons within the Puzzles ⬚ Healthy Me
Changing adolescent body	• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	All of these aspects are covered in lessons within the Puzzles