



**NEWPORT**  
COMMUNITY  
SCHOOL  
PRIMARY  
ACADEMY

# **Relationships and Sex Education Policy**

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## Policy statement

This policy document sets out the school's aims, principles and strategies for the teaching of Sex and Relationships Education (RSE).

Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which:

- *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.*

The RSE curriculum aims to do just this, promoting children's understanding of relationships, including an appropriate range of sexual relationships and prepare them for the emotional and physical changes that they will experience as they grow up. The effective teaching of RSE should help pupils to develop the personal skills needed if they are to establish and maintain relationships and make informed choices and decisions about their health and well-being. RSE is a graduated, age appropriate programme which teaches children about sex, sexuality, emotions and relationships. It is based around the 3 main elements of 'attitudes and values, personal and social skills and knowledge and understanding'.

The Science Curriculum states the sex education elements which schools must provide for all children. This covers the biological aspects of sex education (see **Curriculum content**, below).

RSE at Key stages 1 and 2 is part of the broader framework of PSHE (Personal, Social and Health and Economic Education) for which there is a separate policy document. The role of PSHE is *'to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens'*. (The National Curriculum Handbook).

The role of RSE in primary schools is to give children the knowledge and understanding they need as they go through puberty and grow into young adults. The 2002 'Sex Education Matters Forum' states that *'the Government has set a ten year strategy to drastically reduce the number of teenage pregnancies. A review of research into the effectiveness of RSE concluded that if it is provided early enough, it can contribute to a reduction in teenage pregnancies and improve young people's sexual health.'*

Paragraph 2 of the 'Sex and Relationship Education Guidance' July 2000 states:

*'The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHCE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.'* As a school, it is this that we aim to achieve through our RSE programme.

The RSE policy and scheme of work has been written with the support of the 'Jigsaw PSHE' scheme, guidance from the RSE Advisor for Devon and PSHE Association, as well as the school nurse.

## Audience

This policy document, having been presented to and agreed by staff and School Community Board will be distributed to all members of teaching staff and will be freely available to parents, carers and visitors to the school. Further copies will be available from the Head Teacher. Parents and carers will be given a copy of the RSE objectives for each year group at the beginning of the academic year so that they are aware what their child will be covering in school.

Newport Community Primary School Academy believes that RSE in this school will be developmental and a foundation for further development in secondary school. As a school, we use the Jigsaw PSHE scheme of work.

## 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. 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.

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, social skills are grown every lesson through the Connect us activity and respect is enhanced throughout the curriculum.

**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).**

### 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.

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’.

### RSE Education Aims

As a school, we aim to:

- Create an environment where children feel confident to talk about, listen to, think about and discuss issues of:
  - emotional and physical changes
  - relationships with others, including sexual relationships
  - feelings and emotions
- Provide children with knowledge, including providing knowledge of what will happen to their bodies before it happens
- Allow children to explore their own attitudes and values as well as other people’s
- Ensure that children have strategies to protect themselves and know where to go for help and support
- Give children access to the learning they need to stay safe, healthy and understand their rights as individuals
- Prepare children for puberty

While RSE includes the teaching of puberty, sex and relationships, it does not promote sexual activity, or either promote or exclude any particular sexual orientation, including those of the LGBTQ+ community.

### Curriculum content

RSE is taught within the PSHE curriculum as well as in the statutory Science Curriculum for key stages 1 and 2.

The PSHE and RSE schemes of work have been written with guidance from the ‘Jigsaw PSHE’ scheme, which covers the themes of ‘Being Me in My World’, ‘Celebrating

Difference', 'Dreams and Goals', 'Healthy Me', 'Relationships' and 'Changing Me'. The Academy has also added a theme of Financial Education. In the main, the teaching of RSE falls under the themes of 'Relationships' and 'Changing Me'.

In Key Stage 1 the Science Programmes of Study from the National Curriculum (2014) states that children should be taught to:

- notice that animals, including humans, have offspring which grow into adults

The non-statutory notes and guidance in the National Curriculum (2014) for KS1 state: *The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.*

In Key Stage 1 the Academy's RSE curriculum focuses on friendships, feelings, bullying, my family and my body. The teaching of RSE will develop confidence in talking, listening and thinking about feelings and relationships.

In Key Stage 2, the Science Programmes of Study from the National Curriculum (2014) states that children should be taught to:

- describe the changes as humans develop to old age.

The non-statutory notes and guidance in the National Curriculum (2014) for KS2 state: *Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.*

In key stage 2, the RSE focus moves on to how our feelings and emotions change as we develop, relationships and understanding that there are many different types of relationships as we grow, how our body changes through puberty, hygiene, puberty, conception and how a baby is born. The role of RSE is to allow the children opportunities to discuss and question issues around sex and relationships in an open and honest environment. Children are also taught basic techniques for resisting pressures which they may face from friends, peers and the community. Lessons will also to help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including bullying because of race, religion, sexual orientation or gender identification), use of prejudice-based language and how to respond and ask for help.

As part of RSE in Key Stage 2, it is also important that pupils recognise ways they could put themselves at risk through the use of technology. These can include risks to their emotional and physical wellbeing and safety and their personal reputation. Our ICT and Computing curriculum explores the risks, the law as it pertains to the sharing and downloading of images and information and safe ways of sharing personal information, social networking, and sharing images.

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.

| <b>Term</b>      | <b>Puzzle (Unit)</b>   | <b>Content</b>   |
|------------------|------------------------|--|
| <b>Autumn 1:</b> | 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.           |
| <b>Autumn 2:</b> | Celebrating Difference | Includes anti-bullying (cyber and homophobic bullying included) and understanding  |
| <b>Spring 1:</b> | 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              |
| <b>Spring 2:</b> | Healthy Me             | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise |
| <b>Summer 1:</b> | Relationships          | Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss      |
| <b>Summer 2:</b> | Changing Me            | Includes Relationships and Sex Education in the context of coping positively with change   |

### Curriculum Management

The teaching of RSE will take place through:

- Timetabled Science lessons.
- Timetabled PSHE lessons.
- Resources from the 'Jigsaw PSHE' Scheme of Work, including images and animations.
- Question and answer sessions with school staff as well as (where available) the school nurse, midwife and other outside agencies.
- Whole school assemblies.
- Relationships and emotions – families, friendships, loyalty, sharing, living and working together.
- Self esteem – valuing ourselves, valuing and respecting others, bullying, achievement assembly.

Classes will remain mixed for the teaching of RSE but may occasionally be split into single sex groups according to need, for example, when pupils learn about specific changes to boys and girls during puberty. We feel that this allows boys and girls to ask questions they may feel unable to ask in a mixed sex setting, but that this should not mean that pupils are not made aware of changes occurring to those of the opposite sex and these changes are shared with both boys and girls. We believe that girls should be prepared for menstruation before their periods start. We also understand that in today's society, some girls are developing and maturing at an earlier age. As a result of this, learning about puberty in girls begins in Year 4. More information can be found in [the 'RSHE Guide For Parents and Carers Leaflet'](#)

A range of teaching strategies will be used to provide a breadth of effective learning opportunities. These include:

- Active learning – through enquiry and discussion exercises.
- Factual information – in the form of handouts for the children to keep for future reference.
- 'Draw and Write' activities - where the class teacher can see and act upon any misconceptions the children may have and can also redo the activity at the end of the sequence of work to assess the learning that has taken place.

## Planning

The developmental stage and maturity of the children are reflected in the planning, drawing on the children's own experiences and existing knowledge. Early assessment of pupils gives unique starting points to cater for pupils' individual needs.

Medium term planning to show continuity and progression of skills, knowledge, attitudes and values at all ages is carried out by teachers using the Academy's document *Progression of Skills, Knowledge and Understanding in PSHE, including Financial Education*, which is based on the 'Jigsaw PSHE' Scheme of Work.

Weekly plans detail specific learning objectives for activities to be carried out and allow for teachers to record the outcomes for each session to inform future planning. Planning is monitored by the Senior Leadership Team.

## Resources

An annual budget is given to spend on PSHE resources and books, including RSE, and these resources are centrally kept in the PSHE cupboard. The Academy's document *Progression of Skills, Knowledge and Understanding in PSHE, including Financial Education* and the 'Jigsaw PSHE' Scheme of Work are housed on the electronic drives within school. They are available for parents/carers to view if requested.

Parents of all pupils are given a document outlining the RSE objectives, before the content is addressed in class.



## Equality

As a school, we are committed towards equal opportunities in all aspects of school life, including the inclusion of all people from a range of ethnic and cultural backgrounds, genders, and sexual orientations. The DfE Guidance 2019 (p. 15) states, “Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.”

## Equal opportunities including differentiation

As a school, we are committed towards equal opportunities in all aspects of school life, including the inclusion of all people from a range of ethnic and cultural backgrounds, genders, and sexual orientations.

A range of strategies will be employed to ensure that what is being taught and how it is presented is accessible to the children’s individual needs and abilities. Differentiation may be by task, resources, support or content.

## Ethnic and cultural diversity

We acknowledge that different ethnic and cultural groups have different attitudes to RSE. The school will consult with parents / carers about children’s individual needs, taking into account of their views and promoting respect for the views of different ethnic and cultural groups.

## Home backgrounds

We recognise that our children may come from a variety of family situations and home backgrounds. Members of staff consistently ensure that there is no stigmatisation of children based on their home circumstances.

Parents and carers will be given a copy of the RSE objectives for each year group before the content is addressed in class so that they are aware what their child will be covering in school. Parents have the right to withdraw their child from RSE lessons.

## Sexuality

Our school’s RSE programme does not promote any particular sexual orientation. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality and will sensitively explore all types of relationships, including same sex relationships. We shall actively tackle bullying, including bullying because of race, religion, sexual orientation or gender identification. 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?’](#)



## Children with special educational needs and disabilities

Sex and relationships education should help all pupils understand their physical and emotional development and enable them to make positive choices in their lives. Where we feel a child is not at a developmental stage to receive the RSE programme set for their age group, alternative provision will be made through discussion with Class Teacher, parents and senior staff.

## Recording and Assessment

As a school, we think it is important not to assess children purely on the factual knowledge gained but also to consider whether they are able to make healthy, informed choices. With this in mind, assessment will be through:

- Children's self assessment.
- Teacher assessment - through observation, 'draw and write activities' or discussions. Teachers will also take into account key aspects such as bullying incidents, attendance and behaviour during lessons.

Children will record their learning in a variety of ways including discussion, illustrations, through role play and written work.

Parents are made to feel welcome to make an appointment with a class teacher after school if there is a concern or issue.

## Ground rules

Ground rules will be established in every class to ensure that children feel they are in a safe and secure environment in which to discuss sensitive issues.

## Answering difficult questions

Questions do not have to be answered directly and can be addressed later. The Academy believes that individual teachers must use their professional skill and discretion in these situations and seek further support if needed. As a school, we feel that the most powerful RSE is a collaboration between school and home and teachers will welcome discussions with parents and carers about any questions that pupils or parents/carers may have.

If a teacher feels a question is too explicit, feels too old for a pupil, is inappropriate for the whole class or raises concerns about sexual abuse, the teacher should acknowledge it and attend to it later on an individual basis. If a teacher or member of staff is concerned that a pupil is at risk of sexual abuse, they will follow procedures set out in the school's child safeguarding policy.

## Child Safeguarding

Children may occasionally make disclosures, either in class or to individual teacher. The school's Child Safeguarding policy provides guidance for teachers on this matter and should be referred to in conjunction with this policy. Child protection procedures must be followed when any disclosures are made.

The school is committed to safeguarding and supporting all pupils, including those of a range of ethnic and cultural backgrounds, genders, and sexual orientations.

### Use of outside organisations

Careful consideration is given to the content, co-ordination and consistency of messages presented to children from outside agencies. An outside organisation is only used to enhance the RSE programme, not to replace teacher led activities. All visitors will be DBS checked and taken through the school's safeguarding procedures prior to contact with any children.

### Right to withdraw

Parents / carers have a right to withdraw their child from RSE lessons which fall outside those aspects covered in the compulsory Science curriculum. "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 Newport Community School Primary Academy, 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. The school will inform parents of this right by informing you of the objectives through a letter during the Summer term before the Changing Me Puzzle is taught.

Parents/carers should express their wish to withdraw their child from the school's RSE programme in writing to the Head Teacher as soon as possible. The possible impact that withdrawal from the programme could have on the child and the possible negative experiences or feelings that the child might encounter will be discussed between school and parent / carer.

### Sanitary disposal

Sanitary disposal units are located in the ladies' toilet cubicles, as well as the relevant girls' toilets.

On residential trips, the teacher in charge should ensure they carry sanitary protection for girls and there is always a supply of sanitary protection in Year 5 and 6.

## 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:

|  | <b>Pupils should know...</b>  | <b>How Jigsaw provides the solution</b>  |
|--|---|--|
| <b>Families and people who care for me</b> | <ul style="list-style-type: none"> <li>• R1 that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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).</li> <li>• 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</li> </ul> | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul> |
| <b>Caring friendships</b>                  | <ul style="list-style-type: none"> <li>• R7 how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</li> </ul>   |  |

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|                                 | <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>  |  |
| <b>Respectful relationships</b> | <ul style="list-style-type: none"> <li>• 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</li> <li>• R13 practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• R14 the conventions of courtesy and manners</li> <li>• R15 the importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• R19 the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul> |  |
| <b>Online relationships</b>     | <ul style="list-style-type: none"> <li>• R20 that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• R24 how information and data is shared and used online.</li> </ul>   | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul> |
| <b>Being safe</b>               | <ul style="list-style-type: none"> <li>• R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> </ul>  | <p>All of these aspects are covered in lessons within the Puzzles</p>  |

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|  | <ul style="list-style-type: none"> <li>• R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• R32 where to get advice e.g. family, school and/or other sources.</li> </ul> | <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul> |
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### Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

|                         | <b>Pupils should know</b>   | <b>How Jigsaw provides the solution</b>  |
|-------------------------|---|--|
| <b>Mental wellbeing</b> | <ul style="list-style-type: none"> <li>• H1 that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• 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.</li> <li>• H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>• H6 simple self-care techniques, including the importance of rest, time spent with friends</li> </ul> | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul> |

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|---|---|---|
|   | <p>and family and the benefits of hobbies and interests.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>• 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).</li> <li>• 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.</li> </ul>   |   |
| <p><b>Internet safety and harms</b></p> | <ul style="list-style-type: none"> <li>• H11 that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• 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.</li> <li>• H14 why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• H17 where and how to report concerns and get support with issues online.</li> </ul> | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy Me</li> </ul> |

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| <b>Physical health and fitness</b> | <ul style="list-style-type: none"> <li>• H18 the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• H20 the risks associated with an inactive lifestyle (including obesity).</li> <li>• H21 how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>  | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul> |
| <b>Healthy eating</b>              | <ul style="list-style-type: none"> <li>• H22 what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• H23 the principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>  | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul> |
| <b>Drugs, alcohol and tobacco</b>  | <ul style="list-style-type: none"> <li>• H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>  |  |
| <b>Health and prevention</b>       | <ul style="list-style-type: none"> <li>• H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• 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.</li> <li>• H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• H31 the facts and science relating to immunisation and vaccination</li> </ul> | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul> |
| <b>Basic first aid</b>             | <ul style="list-style-type: none"> <li>• H32 how to make a clear and efficient call to emergency services if necessary.</li> </ul>   | <p>All of these aspects are covered in lessons within the Puzzles</p>  |



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|                                 | <ul style="list-style-type: none"> <li>• H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>  | <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>  |
| <b>Changing adolescent body</b> | <ul style="list-style-type: none"> <li>• H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• H35 about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul> | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Changing Me</li> <li>• Healthy Me</li> </ul> |

End of Guidance Appendix