SPEEN CHURCH OF ENGLAND SCHOOL

PSHE (Personal, Social, Health Education) POLICY

(Incorporating the Department for Education's Statutory Guidance on Relationships Education, Sex Education and Health Education)

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School Context

It is important to all at Speen School that our pupils receive age-appropriate education according to their needs, within a caring, Christian environment. Speen School, as a church infant school, aims to ensure that the relationship education of our young pupils, whilst following national and statutory guidance, is delivered in a sensitive and age appropriate manner, taking the family contexts of our pupils carefully into account.

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 of later life.

From September 2020 **Relationships and Health Education** at primary schools are statutory subjects. The DfE guidance on Relationships, Health and Sex Education for governing bodies can be seen here.

We are confident that the Jigsaw programme used at Speen covers Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age-appropriate way. The Jigsaw Programme meets all the outcomes in the PSHE Association Programmes of Study, 2017.

This PSHE policy draws on the advice given in the **Church of England** document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, **second edition updated summer 2019**). It is also informed by **Preventing and tackling bullying** (Advice for head teachers, staff and governing bodies, July 2013, updated 2017), **Drug and Alcohol Education** (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), **Safeguarding** (Working Together to Safeguard Children March 2013) and **Keeping Children Safe in Education, 2018**), and **Equality** (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014).

Aim

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and community. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Objectives/Pupil learning intentions:
The development of the skills, attitudes, values and behaviour, which enable pupils to:
- Value self, others and the environment
- Feel safe to ask questions and talk about feelings.
- Be able to communicate, express their thoughts and feelings, develop and maintain a variety of healthy relationships
- Make positive lifestyle choices, with the ability to make informed decisions
- Live out our school values and wish to find ways to make the world a better place.
- Be positive and active citizens within their local community

- Be aware of and understand the need to manage physical, mental and emotional health and wellbeing
- Become healthy and fulfilled individuals
- Meet challenges, assess risk and make safe and informed decisions both off and online
- Be aware of changes, transition and loss experiences
- Recognise negative relationships, bullying and abuse, and be able to ask for help

How is Jigsaw PSHE organised in school?

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike. There are six Puzzles in Jigsaw that are designed to progress in sequence from Autumn to June/July. Each Puzzle has six pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals. Each Piece (lesson) has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health Education guidance, but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

The Jigsaw philosophy is that children are praised and their achievements celebrated in every Piece (lesson). It demands a positive relationship between staff and the children which, in itself, values and celebrates each individual. Appropriate time is allocated for this process.

Differentiation/SEN

Staff will tailor each Piece (lesson) to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces (lessons) 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.

External contributors

External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to the Jigsaw PSHE programme. Their input is planned and monitored so as to fit into and complement the programme. Members of the clergy or church groups may also be called upon. Staff will be present during these sessions and remain responsible for the delivery of the Jigsaw PSHE programme and the pupils.

Guidance for staff about teaching strategies is found in Appendix 1

Assessment

Each Puzzle (unit of work) has a built-in assessment task, usually in Lesson (Piece) 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with a member of staff about their opinions. In addition, as part of the 'Help me Reflect' section of every Jigsaw lesson, children can complete a self/peer assessment using the My Jigsaw Journey/Learning resource that accompanies each lesson.

JIGSAW covers all areas of PSHE for the primary phase, as the following table shows:

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations and resilience building

Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at and managing change

Health Education

Effective Health Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others' health and well-being. The Health Education programme at our school reflects the school's Christian ethos and demonstrates and encourages respect in the following ways.
o   Respect for self
o   Respect for others
o   Responsibility for their own actions
o   Responsibility for their family, friends, school and wider community

Jigsaw's Health Education Content

Age	
4-5	Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.
5-6	Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.
6-7	Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.

Relationships and Sex Education

Relationships Education gives pupils the information they need to help them develop healthy, nurturing relationships with other children and adults. As a school we feel that it should enable them to know what a healthy relationship looks like, how to build and maintain happy, healthy relationships with others and recognise the importance of a range of relationships with friends, family, in school and in the wider community. At Speen, a deep commitment between two people is promoted as a positive foundation for family life and for stable and loving relationships of respect, love and care for the nurture of children. It is recognised that marriage is promoted by not only Christianity, but all the major religions, as a commitment which provides an environment in which children can benefit from growing up in. It is also recognised that some people commit their lives to one another without feeling the need to embrace the institution of marriage. Relationships Education also teaches pupils to recognise unhealthy behaviours, how to keep safe, identify potential dangers in their own and off-line lives, how to report any concerns or abuse and where to access help when needed.

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance 2019 **(see Appendix 2).** For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the *'changing adolescent body'* **(see Appendix 3).**

Effective Relationships Education, together with Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. This is why the DfE recommend:

"… *that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils."* (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

Jigsaw RSE Content

Age	
4-5	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
5-6	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.
6-7	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us);trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.

Relationships, Sex and Health Education (RSHE) helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

The Church of England document "Valuing all God's Children", 2019, states:
"*Schools should ensure that they have clear anti-bullying policies on preventing and tackling homophobic, biphobic and transphobic (HBT) behaviour and language and that these policies are known and understood by all members of the school community. School leaders should present a clear message that HBT bullying will not be tolerated and that there can be no justification for this negative behaviour based on the Christian faith or the Bible. Schools should ensure that pupils understand how to* report incidents. *Pupils should be confident that if they report bullying it will be taken seriously."*

Training and support for staff
Support for teaching and understanding PSHE issues is incorporated in our staff INSET programmes, drawing on staff expertise and/or a range of external agencies as needed.

Monitoring, evaluation and review
The Headteacher will monitor delivery of the programme through observation and discussion with staff to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will be conducted on the basis of:
- Pupil and staff evaluation of the content and learning processes
- Parents are consulted on the RSE policy and have the opportunity to express their views.

- Staff discussions to review and share experience of teaching in these areas
- Staff liaise with external agencies and ensure that all adults who work with children on these aspects are aware of the school policy, so they work within this framework.
- The headteacher monitors this policy and reports to governors, when requested, on the effectiveness of the policy.

The role of the Governing body (DfE para 38)
It is the responsibility of the Governors to ensure that as well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:
• all pupils make progress in achieving the expected educational outcomes in regard to RSHE;
• RSHE is well led, effectively managed and well planned;
• the quality of RSHE provision is subject to regular and effective self-evaluation;
• teaching is delivered in ways that are accessible to all pupils with SEND;
• clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
• the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

The Pastoral Committee monitors the RSHE policy and reports its findings and recommendations to the full governing body. It considers any comments from parents about the sex education programme, and makes a record of all such comments. Governors require staff to keep written lesson plans, giving details of the content and delivery of the RSE programme that is taught. Governors monitor materials to check they are in accordance with the school's Christian ethos. Parents and carers are able to request to see sample materials used within the teaching of RSE. (As Jigsaw materials are copyrighted, the school is not permitted to put teaching materials on the school's website, or provide electronic copies of materials to parents and carers at home.)

Equalities

The Church of England Document "Valuing all God's Children", 2019 states:
"*Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value" (*page 1*)*

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers. (DfE 2019 para 59)

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006). "*Opportunities to discuss issues to do with self-esteem, identity and bullying, including HBT (*homophobic, biphobic and transphobic) *bullying, should be included in physical, social, health and economic education or citizenship programmes."* (The Church of England Document "Valuing all God's Children", 2019 Page 6*)*

"Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils." (DfE, 2019 para 31)

Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about Lesbian, Gay, Bisexual and Transgender (LGBT), they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. (DfE 2019 para 37)

Working with parents and carers

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's Relationship and Sex education policy, to explain how it is taught and to see the material the school uses in its teaching;
- Answer any questions that parents may have about the sex education their child will receive;
- Consider any issue that parents raise about this policy or the arrangements for sex education in the school;
- Encourage parents to be involved in reviewing the school policy and suggesting modifications to it as necessary;

It is recognised that parents, members of the wider community and schools all play leading roles, having much to offer with regards to sex and relationship education. Pupils will be encouraged to talk to their parents and adults they respect and trust. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Withdrawal from RSE lessons
Parents and carers cannot withdraw from the statutory Science National Curriculum but do have the right to withdraw their children from Sex Education. However, it is the policy of the Governors that no sex education will be taught which is not part of the National Curriculum. Parents/carers are welcome to see the headteacher should they have any concerns.

Other occasions
Throughout the school, informal occasions may arise when questions are asked and these will be dealt with as they arise, sensitively and appropriately by the member of staff concerned. Sex and relationships topics can arise incidentally in other subjects, such as Science, Geography, History, RE, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. If it is inappropriate to deal with specific issues with the whole class e.g. because the issue is not part of the agreed lesson content or requires more detail than the planned fact, the member of staff will exercise her/his discretion and judgement. If in doubt they will consult with the Headteacher and then the parents to see how they would like the matter to be handled. Where children ask questions, these will be answered briefly but honestly and children will be directed to their parents for any more detailed explanations.

The **personal beliefs and attitudes of staff** will not influence the teaching of sex and relationship education within the PSHE framework. All those adults contributing to the sessions are expected to work within the agreed Christian teaching of the school and the framework of this policy, which is in line with current legislation.

Safeguarding & Confidentiality

Each member of staff will establish ground rules as to what may / may not be discussed on a personal level. The needs and well-being of pupils always overrides confidentiality boundaries. If a member of staff feels it is appropriate to respond individually to a child's question outside the class, another member of staff should be present, discretely within hearing distance, so as not to inhibit the child but to witness what is said by both parties. Any unusual or worrying comments or attitudes during PHSE lessons will be noted and the Designated Safeguarding Lead informed. Pupils' needs are assessed by the questions they ask.

Appendix 1 Guidelines for Staff

The Learning Environment
Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece (lesson) – by using The Jigsaw Charter. (Ideally, staff and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

You can help pupils reflect on their learning by asking questions like these:

- What was it like doing this discussion today?
- What did you learn from the others, especially those who had a different experience or belief from your own?
- What do you think you will be able to do as a result of this discussion?
- What else do you think you need to think or learn about?

Teaching Sensitive and Controversial Issues
Sensitive and controversial issues are certain to arise in learning from real-life experience. Staff will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Staff will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of different views. Staff will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Staff will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that may contradict those held either by their staff or their peers.

Answering Difficult Questions and Sensitive Issues
Staff members are aware that views around RSHE-related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual staff must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

Our school believes that RSHE should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces (lessons) that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. LGBT+ bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

RELATIONSHIPS EDUCATION – by the end of primary school, 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 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
	• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring 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
	• 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
	• 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 or advice from others, if needed
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
	• 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
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, for example family, school or other sources

APPENDIX 3: HEALTH EDUCATION – by the end of primary school, pupils should know…

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 wellbeing 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 wellbeing • 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 wellbeing or ability to control their emotions (including issues arising online) • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
Internet safety and harms	• 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
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
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)
Drugs, alcohol and tobacco	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
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 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 allergies, 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
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 • about menstrual wellbeing including the key facts about the menstrual cycle