

# Fazakerley Primary School

Formosa Drive, Liverpool,  
L10 7LD



# PSHE and Wellbeing Policy

**Subject Leader: Mrs J Williams**

**Date: Jun 2022**

**Review Date: June 2023**



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## **Our School Mission Statement**

In order to achieve success at Fazakerley Primary School, we believe that *everyone* in our community is of equal *worth* and should be given the opportunity to develop their full potential intellectually, emotionally, socially, physically and professionally. We promote in our whole school community, an understanding and respect for everyone's well-being and mental health, valuing and supporting each other as an integral part of our school life.

## **Rationale**

All school policies form a corporate, public and accountable statement of intent. As a primary school it is very important to create an agreed whole school approach of which staff, children, parents, carers, governors and other agencies have a clear understanding. This policy is the formal statement of intent for PSHE and Wellbeing. It reflects the essential part that PSHE and Wellbeing both play in the education of our pupils. It is important that a positive attitude towards PSHE and Wellbeing is encouraged amongst all our pupils in order to foster self-confidence and a sense of achievement. The policy also facilitates how we, as a school, meet the legal requirements of current National Curriculum requirements.

## **Introduction**

At Fazakerley Primary School, our aim is to create an environment which allows children to feel safe and valued as an individual, whilst valuing differences and understanding that we are all unique. We believe the curriculum should promote; resilience – helping to build their capacity for learning as well as their self-esteem. We will give pupils the opportunity to develop physically, emotionally and socially, so that they are well-equipped for the responsibilities and experiences of later life.

As well as supporting pupil's emotional development, we aim to strengthen our relationship with parents and carers. In actively engaging the wider-school community, we will promote and help to support their emotional well-being and mental health, which will enable them to support their children further.

## **Aims:**

### **Our five main PSHE and Well Being aims are:**

1. Connect with others
2. Be Active
3. Keep Learning
4. Self –care and relaxation
5. Give to others

By promoting these five steps to well-being through an enriched curriculum, we can improve our mental well-being for pupils, parents and staff. We review and revisit our curriculum termly to ensure progression. We



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recognise the importance of identifying staff who need support with knowledge and skills and implement this through training where required.

### **Subject Delivery**

At Fazakerley Primary, we aim to teach the PSHE curriculum, through a weekly PSHE programme called JIGSAW.

JIGSAW is a whole school programme from EYFS to year 6. It brings together emotional literacy, mindfulness, social skills and spiritual development. Our weekly celebratory assemblies encourage children to reflect on their behaviour and attitudes to learning.

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





As well as this, JIGSAW looks at ways children can regulate their emotions, which in turn helps them to manage their behaviour, creating a calming and relaxing learning environment. As part of the school ethos, JIGSAW enhances and brings to life the British Values and SMSC (social, moral, spiritual and cultural) curriculum.

To facilitate the vision of the PSHE and well-being curriculum, the school has created a calm and caring environment by, introducing non-negotiables into classrooms, such as the ROAR rainbow, time to talk boards and worry boxes. We also have PSHE boards, which evidence the weekly JIGSAW theme.

We provide enrichment opportunities to promote the PSHE and well-being curriculum, which highlights the whole-school vision and reinforces school messages, through events such as Anti-Bullying Week, Health Week and Safer Internet Day. We work with several outside organisations including, the local library, local health care professionals such as dentists and St John's Ambulance. The school also has links with CAMHS and other mental health organisations.

### **Statutory Relationships and Health Education**

*“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools.”*

*DfE Guidance p.8*

***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.

Here, at Fazakerley Primary School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme. By following the JIGSAW scheme of work, we can ensure our school, meets the statutory Relationships and



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Health Education requirements. The programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well supported.

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.



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## 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)*

At Fazakerley Primary School, we believe children should understand the facts about human reproduction before they leave primary school as such, 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).**

However, at Fazakerley Primary School, in order to teach puberty and human reproduction in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum.

**Therefore, the parent right to withdraw their child is not applicable, as science is a statutory subject. We are of course happy to discuss the content of the curriculum and invite you to contact the PSHE lead, to talk about this further.**

## ROAR Response

The school has adopted the ROAR response to mental health in school. Its aim is to equip staff with the skills to recognise and address signs of mental health needs in children. Staff use the ROAR response during morning and afternoon registration. The children will give a number 1-10 from the ROAR rainbow, based on how they are feeling. Children then have the opportunity to discuss this further with a member of staff, to help them either raise their score or maintain it. The ROAR response is an excellent tool which gives staff with the skills and knowledge to support those children who may be experiencing mental distress.

## Time Allocation

PSHE is taught across the whole school every Friday afternoon for an hour, with the exception of EYFS who teach PSHE throughout Friday morning and afternoon, with different groups of nursery children.

## Children's Work

The nature of PSHE, means that the work we carry out of a Friday afternoon is mostly discussion based. The children's work, both written and verbal, will be recorded on the SEESAW app. Teachers will also keep any written work the children have produced.



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## **Resources**

It is the responsibility of the PSHE and Wellbeing Subject Leader to purchase, store and maintain new resources. All staff members will be involved in identifying the needs for new resources and will inform the English Subject Leader of any areas in which resources could be improved.

## **Environment – Displays, Working Walls and Help Desks**

The learning environment is key to supporting our children's learning and an PSHE working wall is a key part of this. In every classroom there is a PSHE Working Wall which is a public display of the learning process of the current topic being taught. A plan of what should be included on all PSHE Working Walls is an appendix within the Classroom Display Policy. There is also a whole school PSHE and Wellbeing display, which showcases the work the children have produced as part of the topics they have been exploring.

Alongside this, whole school displays based around mental health and how we look after our mental health, are prominently displayed throughout the school.

(Please see Environment Policy for more details)

## **Planning**

The school uses the JIGSAW scheme of work to support the teaching of the PSHE curriculum. JIGSAW is a whole school programme from EYFS to year 6. It brings together emotional literacy, mindfulness, social skills and spiritual development. Our weekly celebratory assemblies encourage children to reflect on their behaviour and attitudes to learning. As well as this, JIGSAW looks at ways children can regulate their emotions, which in turn helps them to manage their behaviour, creating a calming and relaxing learning environment. As part of the school ethos, JIGSAW enhances and brings to life the British Values and SMSC (social, moral, spiritual and cultural) curriculum.

## **Equal Opportunities**

- All pupils irrespective of gender, race, religion or disability, are entitled to a broad and balanced PSHE and wellbeing curriculum. We have high expectations of all our pupils.
- Attainment of boys and girls as well as the achievement of other groups (e.g. SEND, EAL, Pupil Premium) is carefully monitored.
- Teachers plan careful differentiation and provide resources that enable pupils to access their year group objectives at some level wherever possible.
- Suitable resources and learning environments will be made available to enable pupils to access the learning required.

## **Special Needs**

We believe that quality first teaching is essential in identifying and catering for the specific needs of all of our children. Teachers differentiate their questioning and level of support provided in order to ensure that all needs are met. Teachers monitor the progress of our pupils very carefully and if it is deemed that a child is not



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making expected progress, then the teacher identifies this to the SENDCo as a 'teacher concern' and additional provision is then planned. The provision is then monitored using the 'assess, plan, do, review' cycle. If at this point, it is still deemed that the child is not making sufficient progress, then we would seek additional advice from external agencies. This is classed as 'SEN support' and pupils and parents are invited to contribute towards the child's one-page profile, which considers the views of the child, the school and the parents. This profile suggests recommended outcomes which are reviewed termly. The child's input is integral to the success of this profile as it allows the child to freely express how they feel about their learning and how school can support them.

### **EAL**

We are aware that pupils with English as an additional language may have specific challenges and may require tailored support in order to access the curriculum.

### **More Able Children**

We ensure that our more able pupils are constantly challenged through differentiated tasks, more challenging success criteria as well as the requirement for our more able to constantly evidence the application for PSHE skills within a breadth of activities and across the curriculum.

### **Monitoring**

Monitoring is undertaken in various ways:

- The PSHE and Wellbeing Subject Leader /SLT observes lessons usually with a focus that is a whole-school issue or area for development.
- Monitoring pupils' written work and recorded discussions on Seesaw app.
- Learning Walks – usually with a specific focus of interest. This includes evaluating the quality of the learning environment and use of working walls etc.
- Staff, parent/carer and pupil voice.

### **Assessment**

Please read our school's 'Assessment' and 'Marking and Feedback' policies, which this policy runs alongside. Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. It is both formative and summative. In our school we are continually assessing our pupils and recording their progress. We see assessment as an integral part of the teaching process and strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress.

Information for assessment will be gathered in various ways: by talking to the children, observing their work, marking their work, etc. Teachers will use these assessments to plan further work and inform the design of future lessons.



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See 'Assessment Policy' for our timetable of assessment throughout the year, which indicates that assessment records are updated bi-annually using a variety of methods.

Teachers take part in moderation sessions within school and attend LA Moderations with other schools. These moderation meetings enable teachers to moderate each other's judgements against agreed criteria to ensure parity.

### **Role of Subject Leader**

The PSHE and Wellbeing Subject Leader is responsible for co-ordinating PSHE and Wellbeing through the school. This includes:

- Devising an Action Plan at the beginning of each academic year based on the needs of the pupils, staff and whole school. To action, monitor and evaluate the progress of this throughout the year including writing an impact report at the end of the academic year.
- Ensuring continuity and progression from year group to year group.
- Providing all members of staff with guidelines and planning frameworks to show how aims are to be achieved and how the variety of all aspects of PSHE are to be taught.
- Advising on in-service training to staff where appropriate. This will be in line with the needs identified in the Development Plan and within the confines of the school budget.
- To provide, where necessary, in-house training.
- Advising and supporting colleagues in the implementation and assessment of PSHE throughout the school.
- Assisting with requisition and maintenance of resources required for the teaching of PSHE. Again, this will be within the confines of the school budget
- Complete monitoring of children's work. If it is deemed necessary – scrutiny of planning to answer questions raised in book monitoring.
- Carry out staff & pupil voice interviews.
- Classroom Observations and Learning Walks.
- Attend Subject Leader Briefings led by the local authority.
- Write termly reports for governors outlining the current picture of PSHE and Wellbeing within school.

### **Role of Class Teacher**

- To ensure progression in the acquisition of PSHE skills in line with this policy, our school PSHE and Wellbeing Vision and the PSHE Association accredited JIGSAW programme.
- To develop and update skills, knowledge and understanding of PSHE and Wellbeing.
- To identify CPD needs in PSHE and take advantage of training opportunities, sharing these with the subject leader.
- To keep appropriate on-going records and assessments (in line with assessment policy).
- To plan effectively for PSHE (with year group partners), liaising with subject leader when necessary.



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- To inform parents of pupils' progress, achievements and attainment.

### **Website Information**

It is the responsibility of the PSHE and Wellbeing Subject Leader to keep up to date with the statutory requirements of PSHE and to ensure that all information is provided to the website manager for upload onto the school's website.

### **Governors**

At Fazakerley School we have an identified governor for PSHE and Wellbeing who is invited to meet with the PSHE and Wellbeing Subject Leader each term. This governor reports these discussions back to the curriculum committee.

### **Parents**

Parents are important influences on pupils' attitude and attainment. We actively encourage and involve them in school life through:

- Parent Workshops
- Stay & Play sessions
- Information-giving sessions
- Newsletters
- Parents' Evenings
- Annual written reports

Sign: Mrs J. Williams Date: June 2022



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## Appendix 1: Relationships Education in Primary schools (Appendix) – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

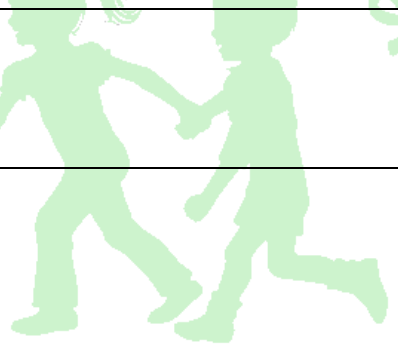
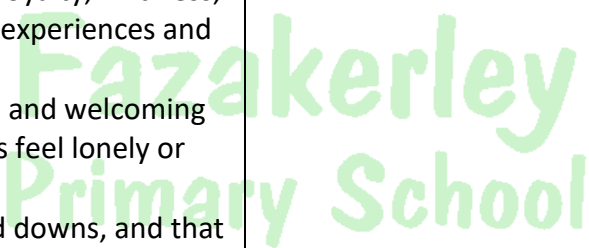
The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

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

	Pupils should know...	How Jigsaw provides the solution
<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> </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>



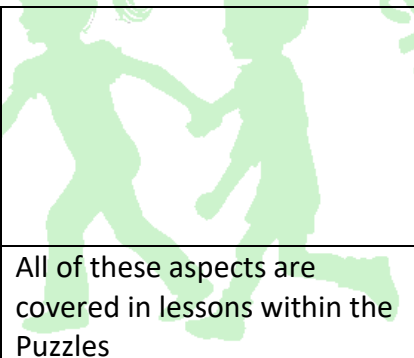
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	<ul style="list-style-type: none"> <li>• R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>	
<b>Caring friendships</b>	<ul style="list-style-type: none"> <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> <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</li> </ul>	



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	<p>bystanders (primarily reporting bullying to an adult) and how to get help</p> <ul style="list-style-type: none"> <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> <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> </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>



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	<ul style="list-style-type: none"> <li>• R32 where to get advice e.g. family, school and/or other sources.</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.

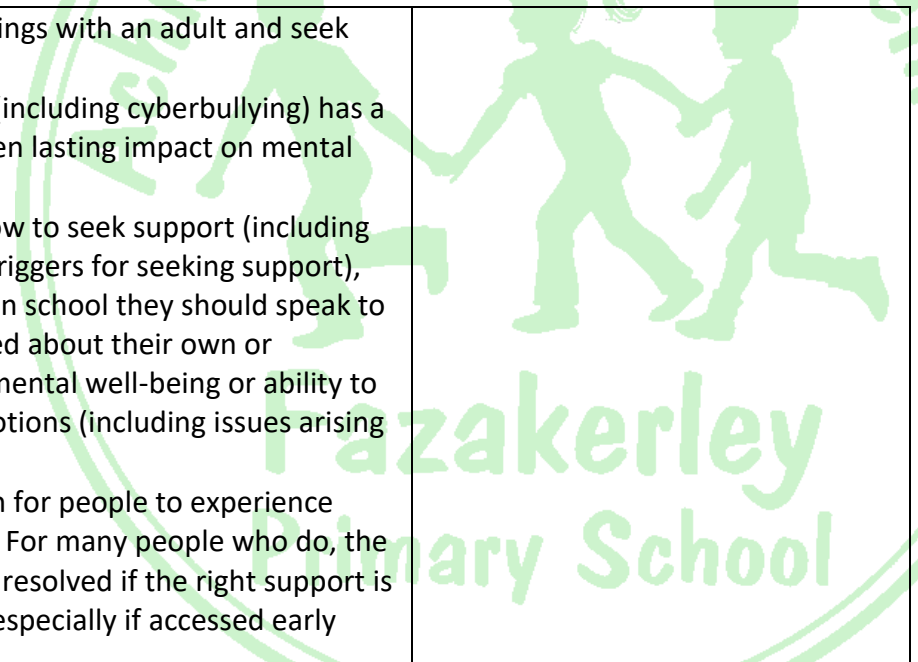
By the end of primary school:

	<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 and family and the benefits of hobbies and interests.</li> <li>• H7 isolation and loneliness can affect children and that it is very important for children to</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>discuss their feelings with an adult and seek support.</p> <ul style="list-style-type: none"> <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</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>



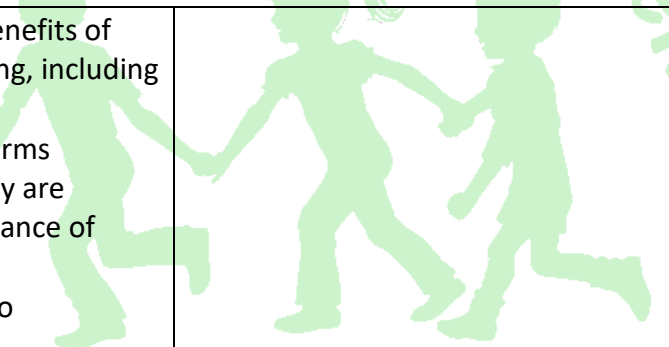
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	<p>that information, including that from search engines, is ranked, selected and targeted.</p> <ul style="list-style-type: none"> <li>• H17 where and how to report concerns and get support with issues online.</li> </ul>	
<b>Physical health and fitness</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> </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>



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	<ul style="list-style-type: none"> <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>	
<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> <li>• H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.</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>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>



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