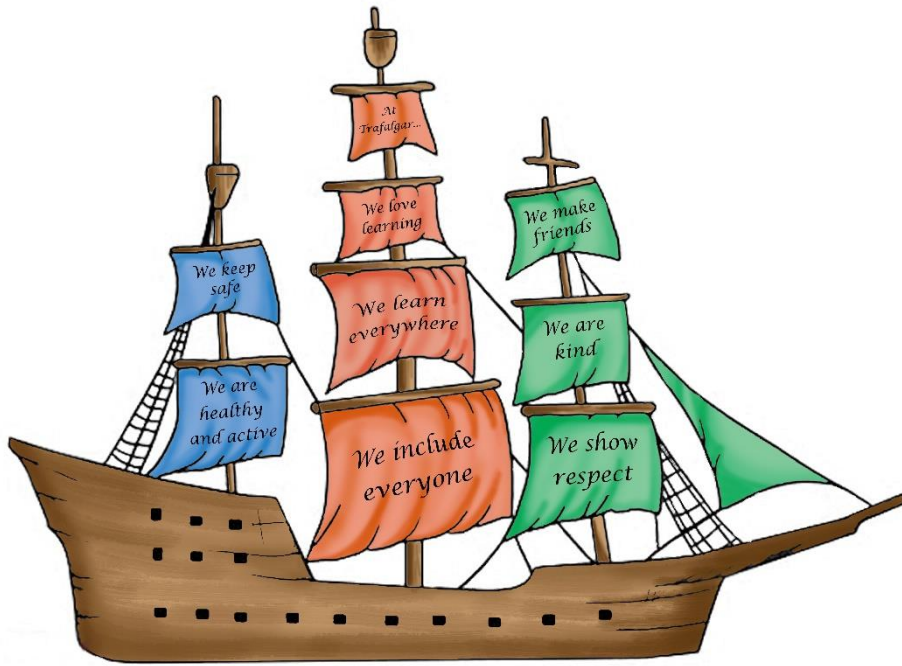


Trafalgar Community Infant School



Policy Document PSHE

REVIEWED: September 2023

REVIEW: June 2024



PSHCE Policy

(including Relationships and Health Education statutory from September 2020, and our position on Sex Education)

Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHCE 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.

PSHCE

At Trafalgar Community Infant School, we teach PSHCE as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework (see Appendix i), as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

British Values

Jigsaw contributes, as a good PSHCE programme should, to the British Values agenda very significantly, both through the direct teaching of information and through the experiential learning children will enjoy.

The 5 strands of the British Values agenda have been mapped across every Puzzle and every Piece (lesson).

We link our whole school assemblies to the Jigsaw Themes and Values being taught and applied through the PSHCE curriculum. We are proud of the way we promote emotional wellbeing for all our pupils through our Jigsaw programme which underpins the whole of our curriculum.

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

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

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

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

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Here, at Trafalgar Community Infant School we value PSHCE 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 PSHCE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHCE, as our chosen teaching and learning programme and tailor it to your children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements (see Appendix ii)

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

Our PSHCE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))

The Jigsaw Programme is aligned to the PSHCE Association Programmes of Study for PSHCE.

What do we teach when and who teaches it?

Whole-school approach

Jigsaw covers all areas of PSHCE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

| Term | Puzzle (Unit) | Content |
|------------------|------------------------|--|
| Autumn 1: | Being Me in My World | Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established. |
| Autumn 2: | Celebrating Difference | Includes anti-bullying and understanding |
| Spring 1: | Dreams and Goals | Includes goal-setting, aspirations, who do I want to become and how to contribute to society |
| Spring 2: | Healthy Me | Includes self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise |
| Summer 1: | Relationships | Includes understanding friendship, family and other relationships, conflict resolution and communication skills |
| Summer 2: | Changing Me | Includes Relationships and Sex Education in the context of coping positively with change |

At Trafalgar Community Infant School we allocate 1 hour to PSHCE each week in order to teach the PSHCE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system (See Therapeutic behaviour policy), Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes.

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 and the way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education (Appendix ii)

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 and the way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education (Appendix ii).

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.

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools ‘have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, ‘Sex Education is not compulsory in primary schools’. (p. 23)

“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 Trafalgar Community Infant School, Sex Education is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHCE Programme in the ‘Changing Me’ Puzzle (unit). We conclude that sex education refers to life cycles in nature, growing from young to old, and differences in Female and male bodies (correct terminology). Therefore we will inform parents of their right to request their child be withdrawn from the PSHCE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit). The school will inform parents of this right by Parent Mail during the Spring Term, before the Changing Me Puzzle is taught during the Summer Term.

Monitoring and Review

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHCE programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Equality

This policy will inform the school's Equalities Plan.

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.

At Trafalgar Community Infant School, we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

Policy Review

This policy is reviewed annually.

| | Signed Headteacher | Signed Chair of Governors |
|----------------------|--------------------|---------------------------|
| Date of review: | | |
| Date of next review: | | |

Behaviour and attitudes

Inspectors will make a judgement on behaviour and attitudes by evaluating the extent to which:

- the provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct
- learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements
- learners have high attendance and are punctual
- relationships among learners and staff reflect a positive and respectful culture.
- leaders, teachers, other staff and learners create an environment where bullying, learner-on-learner abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread

Personal development

Inspectors will make a judgement on the personal development of learners by evaluating the extent to which:

- the curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents
- the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy
- at each stage of education, the provider prepares learners for future success in their next steps
- the provider prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law



The mindful approach to PSHE

Jigsaw 3-11 and Statutory Relationships and Health Education

Jigsaw PSHE is fully compliant with the DfE Statutory Relationships & Health Education Guidance. This document maps the guidance to Jigsaw PSHE 3-11 by Year Group and Puzzle (unit of work) showing the depth and breadth of the curriculum coverage.

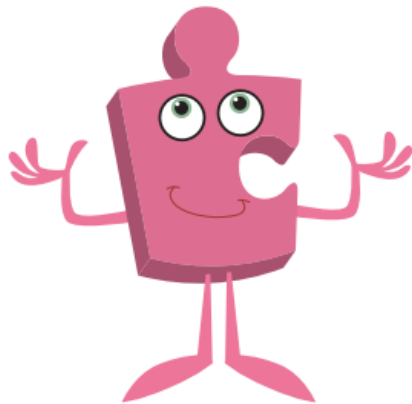
The numbers in the boxes refer to the lesson plan in that Puzzle (unit) that contributes most to the specific statutory outcome.



| Relationships Education By the end of Primary pupils should know: | | Year 1 - Ages 5-6 | | | | | Year 2 - Ages 6-7 | | | | | | |
|--|---|----------------------|------------------------|------------------|------------|---------------|-------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Families and the people who care for me | (R1) that families are important for children growing up because they can give love, security and stability | | | | | 1 | 1 | | | | | 1 | |
| | (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 | | | | | 1 | | | | | | 1 | |
| | (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 | | | | | 1 | | | | | | 1 | |
| | (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 | | | | | 1 | | | | | | 1 | |
| | (R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong | | | | | | | | | | | 1 | |
| | (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 | | | | | | 6 | | | | | 1,4 | |



| Relationships Education By the end of Primary pupils should know: | | Year 1 - Ages 5-6 | | | | | Year 2 - Ages 6-7 | | | | | |
|--|--|----------------------|------------------------|------------------|------------|---------------|-------------------|----------------------|------------------------|------------------|------------|---------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships |
| Caring Friendships | (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends | 2 | 5 | | | 2 | | 6 | | | 3 | |
| | (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties | | 5 | | | 2 | | 6 | | | 6 | |
| | (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded | 3 | 5 | | | 2,5 | | 5 | | | 3 | |
| | (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 | | 5 | | | 2,5 | | 6 | | | 3 | |
| | (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 or advice from others, if needed | | 5 | | | 2,4,5 | | 4 | | | 5 | |





| Relationships Education By the end of Primary pupils should know: | | Year 1 - Ages 5-6 | | | | | | Year 2 - Ages 6-7 | | | | | | | | | | | |
|--|--|----------------------|------------------------|------------------|------------|---------------|-------------|----------------------|------------------------|------------------|------------|---------------|-------------|-----|-----|--|-----|-----|--|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | | | | | | |
| Respectful relationships | (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 | 3,6 | 1,2,6 | 3 | | | 2,6 | | | | | 2-6 | 5,6 | 3 | | | 3,5 | | |
| | (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships | | 5 | | | | 6 | | | | | 5,6 | 4,5 | 3,4 | | | 5 | | |
| | (R14) the conventions of courtesy and manners | 2,3 | | | | | 3 | | | | | 2-6 | 4,5 | 3-6 | | | | | |
| | (R15) the importance of self-respect and how this links to their own happiness | | | | 6 | 5 | 5 | 3,4 | | | | 2 | | | | | | 5 | |
| | (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 | 3,6 | 1,2 | 3 | | | | 4,6 | | | | | 2-4 | 4-6 | 3-6 | | | 2-5 | |
| | (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 | | 3,4 | | | | | | | | | | 3 | | | | | | |
| | (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive | | | | | | | | | | | | 1,2 | | | | | | |
| | (R19) the importance of permission-seeking and giving in relationships with friends, peers and adults | | 5 | | | | | 3,4 | 4 | 2 | 4,5 | 4-6 | | | | | 2,4 | 5 | |



| Relationships Education By the end of Primary pupils should know: | | Year 1 - Ages 5-6 | | | | | Year 2 - Ages 6-7 | | | | | |
|--|--|----------------------|------------------------|------------------|------------|------------------------------|-------------------|----------------------|------------------------|------------------|------------|---------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships |
| Online relationships | (R20) that people sometimes behave differently online, including by pretending to be someone they are not | | | | | Additional lesson on website | | 4 | | | 4 | |
| | (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 | | | | | Additional lesson on website | | 3 | | | | |
| | (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them | | | | | Additional lesson on website | | 3 | | | 4 | |
| | (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met | | | | | Additional lesson on website | | | | | | |
| | (R24) how information and data is shared and used online | | | | | | | | | | | |



| Relationships Education By the end of Primary pupils should know: | | Year 1 - Ages 5-6 | | | | | Year 2 - Ages 6-7 | | | | | | | |
|--|--|----------------------|------------------------|------------------|------------|---------------|-------------------|----------------------|------------------------|------------------|------------|---------------|-------------|-----|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | |
| Being safe | (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) | | 5 | | | 3,5 | 4 | | 2 | 4,5 | | | 2 | 5 |
| | (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 | | | | | 3 | 4 | | | | | | 4 | 4,5 |
| | (R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact | | | | | 3 | 4 | | | | | | 2 | 4 |
| | (R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know | | | | | 3,4 | | | | | | | 2 | |
| | (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult | | 3,4 | | | | | 4 | | | | | 2 | 4,5 |
| | (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard | | | 5 | | 5 | | | 4 | 2 | | | 2 | 5 |
| | (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so | | 4 | | | | | | 4 | | | | 4,5 | 5 |
| | (R32) where to get advice e.g. family, school and/or other sources | | 4 | | | 4 | 6 | | 2 | 4 | | | 2,4 | 5 |



| Physical Health and Mental Wellbeing By the end of Primary pupils should know: | | Year 1 - Ages 5-6 | | | | | Year 2 - Ages 6-7 | | | | | | |
|---|--|----------------------|------------------------|------------------|------------|---------------|-------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Mental wellbeing | (H1) that mental wellbeing is a normal part of daily life, in the same way as physical health | | | | 1,2 | | | | | 2 | | | |
| | (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 | 4 | 6 | 1 | 1 | 6 | 6 | 1 | 1,5,6 | 1,5 | 2 | 4-6 | 6 |
| | (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 | 4 | 6 | 6 | 2 | 5 | 6 | 1 | 1,5,6 | 1,5 | 2 | 4-6 | 6 |
| | (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate | 5 | | 5 | | | 2 | | 4 | 6 | | | |
| | (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness | | | | 1,2,6 | | | | | | 1,2,4-6 | | |
| | (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests | | | | 1-6 | 5,6 | | | | | 1-6 | | |
| | (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 | 1 | 3,4 | | | | | | 5 | | | | |
| | (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing | | 3,4 | | | | | | 3 | | | | |
| | (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 wellbeing or ability to control their emotions (including issues arising online) | | 4 | | | 4 | | | 4 | | | | |
| | (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 | | | | | | | | | | | | |



| Physical Health and Mental Wellbeing By the end of Primary pupils should know: | | Year 1 - Ages 5-6 | | | | | Year 2 - Ages 6-7 | | | | | | | | |
|---|--|----------------------|------------------------|------------------|------------|---------------|-------------------|----------------------|------------------------|------------------|------------|---------------|-------------|--|--|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | | |
| Internet safety and harms | (H11) that for most people the internet is an integral part of life and has many benefits | | | | | | | | | | | | | | |
| | (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 | | | | | | | | | 2 | | | | | |
| | (H13) 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 | | | | | | | | 3 | | | | | | |
| | (H14) why social media, some computer games and online gaming, for example, are age restricted | | | | | | | | | | | | | | |
| | (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 | | | | | | | | 3 | | | 3 | | | |
| | (H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted | | | | | | | | | | | | | | |
| | (H17) where and how to report concerns and get support with issues online | | | | | | | | 4 | | | | | | |



| Physical Health and Mental Wellbeing By the end of Primary pupils should know: | | Year 1 - Ages 5-6 | | | | | Year 2 - Ages 6-7 | | | | | |
|---|---|----------------------|------------------------|------------------|------------|---------------|-------------------|----------------------|------------------------|------------------|------------|---------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships |
| Physical health and fitness | (H18) the characteristics and mental and physical benefits of an active lifestyle | | | | 1-6 | | | | | 1-3, 5,6 | | |
| | (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 | | | | 1,2 | | | | | 1,2 | | |
| | (H20) the risks associated with an inactive lifestyle (including obesity) | | | | | | | | | 1,6 | | |
| | (H21) how and when to seek support including which adults to speak to in school if they are worried about their health | | | | 5 | | | | | 3 | | |
| Physical Health and Mental Wellbeing By the end of Primary pupils should know: | | Year 1 - Ages 5-6 | | | | | Year 2 - Ages 6-7 | | | | | |
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships |
| Healthy eating | (H22) what constitutes a healthy diet (including understanding calories and other nutritional content) | | | | 2 | | | | | 4,5 | | |
| | (H23) the principles of planning and preparing a range of healthy meals | | | | 2 | | | | | 4,5 | | |
| | (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) | | | | 1,2,6 | | | | | 1,4,5 | | |



| Physical Health and Mental Wellbeing By the end of Primary pupils should know: | | Year 1 - Ages 5-6 | | | | | Year 2 - Ages 6-7 | | | | | | |
|---|---|----------------------|------------------------|------------------|------------|---------------|-------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Drugs, alcohol and tobacco | (H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking | | | | 4 | | | | | | 3 | | |

| Physical Health and Mental Wellbeing By the end of Primary pupils should know: | | Year 1 - Ages 5-6 | | | | | Year 2 - Ages 6-7 | | | | | | |
|---|---|----------------------|------------------------|------------------|---|---------------|-------------------|----------------------|------------------------|---|------------|---------------|-------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Health and prevention | (H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body | | | | | | | | | | | | |
| | (H27) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer | | | | Additional lesson on website (suitable for KS1) | | | | | Additional lesson on website (suitable for KS1) | | | |
| | (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 | | | | 1,2 | | | | | 2 | | | |
| | (H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist | | | | 1,2 | | | | | 1 | | | |
| | (H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing | | | | 3,6 | | | | | | | | |
| | (H31) the facts and science relating to allergies, immunisation and vaccination | | | | | | | | | | | | |



| Physical Health and Mental Wellbeing By the end of Primary pupils should know: | | Year 1 - Ages 5-6 | | | | | | Year 2 - Ages 6-7 | | | | | |
|---|--|----------------------|------------------------|------------------|------------|---------------|-------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Basic first aid | (H32) how to make a clear and efficient call to emergency services if necessary | | | | | | | | | | | | |
| | (H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries | | | | | | | | | | | | |

| Physical Health and Mental Wellbeing By the end of Primary pupils should know: | | Year 1 - Ages 5-6 | | | | | | Year 2 - Ages 6-7 | | | | | |
|---|---|----------------------|------------------------|------------------|------------|---------------|-------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Changing adolescent body | (H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes | | | | | | 4 | | | | | | 3,4 |
| | (H35) about menstrual wellbeing including the key facts about the menstrual cycle | | | | | | | | | | | | |

