



PSHE (Personal, Social, Health, Economic) and

RSE (Relationship and Sex Education)

Policy

Written September 2020

Updated June 2021

CONTENTS

1. Statutory requirements.....	2
2. Roles and responsibilities.....	3
3. Policy development.....	3
4. PSHE.....	4
5. Statutory relationship and sex education.....	5
6. Answering questions on sensitive topics.....	5
7. Parents’ right to remove pupils from sessions.....	5
8. Health education.....	6
9. Inclusion.....	6
10. Safeguarding.....	6
11. Monitoring and evaluation	6
12. Appendix	
Appendix 1 – Overview of units of work.....	8
Appendix 2 – Form to withdraw child from sex education element.....	10
Appendix 3 – Units in detail.....	11
Appendix 4 – Guidance used to inform policy.....	17

THIS POLICY IS WRITTEN IN CONJUNCTION WITH THE FOLLOWING NORTH WEST LONDON JEWISH DAY SCHOOL POLICIES:

- Child Protect and Safeguarding Policy
- Mental Health and Wellbeing Policy
- Behaviour Policy
- SEN Code
- Anti-bullying Policy
- E-Safety Policy
- PE Policy
- Science Policy

STATUTORY REQUIREMENT

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.

As an Academy school, we provide Relationships Education to all pupils as per section 34 of the Child and Social Work Act 2017. We do not follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum, including requirements to teach Science, which would include the element of Sex Education (RSE) contained within the Science curriculum. In teaching RSE, we are required by our funding agreement to have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

“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.

In primary schools, we want these 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

At NWLJDS, 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 encourage pupils to develop an appreciation of Jewish teaching as a guide to contemporary patterns of relationships and marriage. The Jewish ethos views the world as created by God and all human beings deserving of respect as creations of God, in the image of God.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme. We also teach about puberty in Year 5 following the National Curriculum for Science.

ROLES AND RESPONSIBILITIES

- **The Governing Body** – The Governors will approve the policy, and hold the Headteacher to account for its implementation.
- **The Headteacher** – The Headteacher is responsible for ensuring that PSHE and RSE are taught consistently across the school, and for managing requests from parents to withdraw pupils from non-statutory components of RSE.
- **PSHE Coordinator** – The PSHE Coordinator will monitor the program and adapt it where needed, to assess its impact on pupils and put in place training for staff.
- **Staff** – Staff are responsible for delivering the subject in a sensitive way, modelling positive attitudes to the subject, monitoring progress, responding to the needs of pupils, and responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.
- **Pupils** – Pupils are expected to fully engage in sessions and treat others with respect and sensitivity.

POLICY DEVELOPMENT

This policy has been developed in consultation with staff, Governors, Trustees, parents and pupils. The consultation and policy development involved the following:

1. Discussion with SLT, key staff members, Governors and the School Principal.
2. Consultation with staff, parents, Governors, Trustees – The draft policy was sent to these stakeholders to review and comment on.
3. Pupil consultation – A group of Year 6 pupils were invited to discuss what they have been taught previously and what they would like to learn more or less about.

4. Ratification – Once amendments were made, the policy was shared with Governors to ratify.

PSHE

At North West London Jewish Day School (NWLJDS), we teach Personal, Social, Health and Economic (PSHE) Education with a whole-school approach in order to underpin children’s development as people and because we believe that this also supports their learning capacity.

To ensure progression and a spiral curriculum, we use Jigsaw as a resource, the mindful approach to PSHE, a teaching and learning programme that we tailor to our children’s needs. The Jigsaw Programme is aligned with the PSHE Association’s Programme of Study for PSHE Education.

Our programme of study 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, and in the appendices to this policy.

This also supports the “Personal Development” and “Behaviour and Attitude” aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children. PSHE and RSE are taught in line with the School’s ethos.

WHOLE-SCHOOL APPROACH

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. Each class has a lesson timetabled each week for a discreet PSHE lesson.

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

All agreed schemes of work will be taught with the Jewish ethos and values of the school in mind. Teachers will be mindful of the schools' RSE policy when delivering the scheme.

STATUTORY RELATIONSHIPS AND SEX EDUCATION

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. At our school:

- RSE involves the teaching of sex education, involving puberty, the reproduction system and how it works.
- RSE involves a combination of sharing information, and exploring issues and values.
- RSE is not about the promotion of sexual activity. We do not teach about sexual activity.
- RSE is taught in an open and safe environment to ensure children feel safe and able to discuss their responses to these lessons.
- Boys and girls have separate sessions for RSE

The school will ensure that all staff, teaching and non-teaching, understand and support the purpose and aims of RSE, and that they are also aware of their professional role and responsibilities as determined by current legislation. Appropriate training will be provided as necessary. Particular attention will be paid to the induction of new staff, and to upper Key Stage 2 teachers.

ANSWERING QUESTIONS ON SENSITIVE TOPICS

Teachers should seek to encourage an atmosphere of trust and confidentiality in the RSE classroom, which they themselves must respect also. Sometimes an individual child will ask a personal, explicit or difficult question in the classroom, which a teacher may decide is not appropriate to answer directly there and then. Individual teachers must use their skill and discretion in these situations and may address such questions individually later on, or at a later point to the whole class.

If children ask about certain sensitive topics, they must be addressed appropriately, openly and honestly, in accordance with the Jewish ethos of the school and the aims of RSE as stated above. In response to such questions, and so as to affirm the personal values of individual families, teachers will also encourage children to talk to their parents and carers.

PARENTS' RIGHT TO REQUEST THEIR CHILD BE EXCUSED FROM SEX EDUCATION

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education

DfE Guidance p.17

The role of parents and carers is recognised as crucial in the understanding of RSE and we aim to establish a working partnership in order to support the children's learning. The sex education materials will be available to parents and carers for children in Years 4, 5 and 6, together with an overview of our programme. These materials may be used to supplement sex education in school or by parents and carers at home.

We encourage parental input and consultation with regard to all elements of the programme. We encourage parents to discuss their concerns with the class teachers/Headteacher before making the decision to withdraw their child from the lessons. At NWLJDS, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). **To clarify, the relationship element of the unit is compulsory and a child cannot be withdrawn from it; the sex education element refers to human reproduction and parents have a right to request their child be withdrawn from the RSE lessons that explicitly teach this.** Parents will be informed of these sessions and must let the teacher know if they wish for their child to be

withdrawn from them. Parents must complete the 'Withdraw from Session' letter which can be found in the appendix.

HEALTH EDUCATION

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'.

It is important to explain that whilst the Healthy Me Puzzle (unit) in our programme of study 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 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). It is also covered within the Science curriculum.

INCLUSION

We will ensure that all children and young people have equal access to a high standard of RSE. The approach needs to be matched to the age and maturity of pupils, e.g. pupils with diverse learning needs may require additional support. We are aware that pupils' sexual awareness and their attitudes towards sex and relationships may vary, and we will always be sensitive to that range of attitudes.

CONFIDENTIALITY AND SAFEGUARDING

Sometimes the teaching of RSE results in children raising individual issues with staff. As a general rule, all those teaching RSE will maintain a child's confidentiality. If, however, a teacher believes or suspects that a child is at risk or in danger, she/he will talk to the school's nominated Child Protection Officers: Amanda Shoota – Child Protection Teacher
Judith Caplan or Madeleine Bendell – Deputy Child Protection Teachers.

POLICY MONITORING AND EVALUATION

The policy is widely publicised and distributed so is readily available as a reference source. It will be available on the staff Datapool and on the school's website.

RSE is monitored and evaluated as part of the school's ongoing self-evaluation programme. Teaching staff meet to review the delivery of the programme and assess its effectiveness, adjusting the programme of study when appropriate. The Governing Body will monitor implementation of this policy, which will be subject to review every year, and review resources as appropriate.

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

OVERVIEW of UNITS

Year Group	Being me in my world	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Early Years (Nursery and Reception)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Falling out Fun and fears celebrations
Year 1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating Achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feeling of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preference People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animals and humans (Science link) Changes in me Changes since being a baby Differences between males and females (age appropriate terminology) Linking growing and learning Coping with change Preparation for transition to year 2.
Year 2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning Environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for yourself and others Making news friends Celebrating differences	Achieving realistic goals Perseverance Learning strengths Learning with others Group cooperation Contributing and sharing success	Motivation Healthier choices (Science) Relaxation Healthy eating and nutrition (Science)	Family Physical contact boundaries Friendship and conflict Trust and appreciation	Life cycles in nature Growing from young to old Increasing independence Assertiveness Preparation for transition to year 3.
Year 3	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspective	Families Conflict and how to deal with it Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting (Maths/Computing)	Exercise (PE) Fitness challenges Food labelling and healthy swaps Keeping safe and why it is important online and off line (Computing) Respect for myself and others Healthy and safe choices	Family roles and responsibility Friendship and negotiation Keeping safe online and who to go to for help (E-Safety/Computing) Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow (science) Understand what a baby needs to grow Challenging my ideas Preparation for transition to year 4.

Year Group	Being me in my world	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 4	Being part of a class team Being a school citizen Rights, responsibilities and democracy Rewards and consequences Group decision making Having a voice What motives behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking affect the body (Science) Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and falling out Showing appreciation to people and animals	Being unique Accepting change Being confident growing up Environmental changes Preparation for transition to year 5
Year 5	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (Chessed) Motivation	Smoking /alcohol and drugs (science) Emergency aid Body image Relationship with food (Science) Healthy choices (Science) Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities (E-Safety) Rights and responsibilities on line Reducing screen time Dangers online (E-Safety) Gaming SMARRT internet safety rules	Self and body image Influence of online and media on body image Puberty for girls and boys (Science) Growing responsibility Coping with change Preparation for transition to year 6
Year 6	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, differences as celebration empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements (historical Oscars) compliments	Taking personal responsibility Emotional and mental health Managing stress Healthy choices about my emotional health	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety (E-Safety) Take responsibility with technology use.	Self-image Body image Puberty and feelings Conception – birth Reflections about change Respect and consent Preparation for transition to secondary school

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex relationship education			
Any other information you would like the school to consider			
Parent signature			



TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. E.g.: Joe Bloggs will be taking part in all relationship lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom

Appendix 3

JIGSAW OVERVIEW:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)
- Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?

Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The 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
Families and people who care for me	<ul style="list-style-type: none"> • R1 that families are important for children growing up because they can give love, security and stability. • 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. • 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. • 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. • 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). 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World

	<ul style="list-style-type: none"> • 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 	
Caring friendships	<ul style="list-style-type: none"> • R7 how important friendships are in making us feel happy and secure, and how people choose and make friends • R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded • 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 • 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 	
Respectful relationships	<ul style="list-style-type: none"> • 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 • R13 practical steps they can take in a range of different contexts to improve or support respectful relationships • R14 the conventions of courtesy and manners • R15 the importance of self-respect and how this links to their own happiness • 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 • 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 • R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive 	

	<ul style="list-style-type: none"> • R19 the importance of permission-seeking and giving in relationships with friends, peers and adults 	
Online relationships	<ul style="list-style-type: none"> • R20 that people sometimes behave differently online, including by pretending to be someone they are not. • 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. • R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • R24 how information and data is shared and used online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference
Being safe	<ul style="list-style-type: none"> • R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. • R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, • R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. • R32 where to get advice e.g. family, school and/or other sources. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference

Physical health and mental well-being education in Primary schools – DfE Guidance

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

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	<ul style="list-style-type: none"> • H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. • 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. • 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. • H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • 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. • H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • 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). • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference

Internet safety and harms	<ul style="list-style-type: none"> • 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. • 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. • 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. • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me
Physical health and fitness	<ul style="list-style-type: none"> • H18 the characteristics and mental and physical benefits of an active lifestyle. • 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. • H20 the risks associated with an inactive lifestyle (including obesity). • H21 how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Healthy eating	<ul style="list-style-type: none"> • H22 what constitutes a healthy diet (including understanding calories and other nutritional content). • H23 the principles of planning and preparing a range of healthy meals. • H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me

	and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 	
Health and prevention	<ul style="list-style-type: none"> • 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. • 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. • H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • H31 the facts and science relating to immunisation and vaccination 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Basic first aid	<ul style="list-style-type: none"> • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Changing adolescent body	<ul style="list-style-type: none"> • H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • H35 about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Changing Me • Healthy Me

Appendix 4

OUR PSHE POLICY IS INFORMED BY THE FOLLOWING EXISTING DFE GUIDANCE:

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