

EHTM Girls' Personal, Social, Health and Economic Education Policy Including Relationships and Health Education

EATON HOUSE SCHOOLS
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Introduction

Eaton House The Manor Girls' School regards Personal, Social, Health and Economic Education (PSHE) as a central part of pupils' personal development. PSHE helps pupils understand themselves and others, build healthy and respectful relationships, develop confidence and resilience, make informed decisions, stay safe and prepare for the opportunities, responsibilities and experiences of later life.

This policy includes the school's approach to Relationships Education, health and wellbeing education and the limited primary sex education taught in Form 6. 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 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.

Legal and Statutory Framework

This policy is informed by, and should be read in the context of, the following legislation and statutory guidance:

- Education (Independent School Standards) Regulations 2014, including Part 1 paragraph 2(2)(d) (PSHE), paragraph 2A (Relationships Education) and the requirements relating to preparation for life in British society and pupils' spiritual, moral, social and cultural development.
- Children and Social Work Act 2017 and the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Department for Education, Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance, revised guidance effective from 1 September 2026.
- Keeping Children Safe in Education 2026 (KCSIE), in force from 1 September 2026.
- Early Years Foundation Stage statutory framework, where applicable to pupils in the EYFS.

Aims and Objectives

Through PSHE, Relationships Education and health and wellbeing education, pupils will be given age-appropriate opportunities to:

- develop self-knowledge, self-esteem, confidence, resilience, emotional literacy and a positive sense of identity
- form and sustain caring, respectful and safe relationships with family members, friends, peers and adults
- understand kindness, empathy, mutual respect, honesty, trust, boundaries, privacy, assertiveness and conflict resolution

- Recognise when a relationship or situation is unsafe, harmful or abusive and know how to seek help for themselves or others
- Understand that families can take many forms, and treat pupils from different family structures with equal dignity and respect
- Develop knowledge and habits that support physical health, mental wellbeing, sleep, nutrition, exercise and personal safety
- Understand age-appropriate online risks and develop the critical thinking and reporting skills needed to participate safely in digital life
- Understand the physical and emotional changes associated with growing and puberty, including menstruation, using accurate anatomical vocabulary
- Develop respect for the law, public institutions, the democratic process, Fundamental British Values and the rights and responsibilities of citizenship
- Enjoy positive relationships with peers, having respect for children who may be different to themselves but showing willingness to work and collaborate with all children regardless of race, ability, gender or social background
- Develop their understanding of a healthy, safer lifestyle and use this knowledge to make informed decisions and choices in the present and in the future
- Become a responsible citizen who knows they can make a difference to others around them and further afield through fund raising and work within the local community.

Curriculum Organisation and Delivery

All pupils have a planned, timetabled PSHE entitlement. PSHE is also reinforced through assemblies, form time, pastoral conversations, school council, trips, visitors, science, computing, PE, TPR/critical thinking and the wider life of the school. The curriculum is sequenced so that knowledge and skills are revisited and deepened over time.

Form teachers and other members of staff have the responsibility of teaching children positive social, emotional and spiritual skills through:

- implementing the school's procedures for pastoral care, guidance and support.
- responding to class/individual needs and issues, providing discrete sessions to promote pupils' personal and social development.
- handling issues outside the classroom in a calm manner encouraging the children to reflect on their own behaviour. This will involve providing support and ideas in relation to solving problems independently.
- modelling good practice in attitude, commitment and work ethic.

Jigsaw PSHE

The school uses Jigsaw as its principal structured PSHE programme, supplementing it where necessary to ensure that the school's curriculum, local needs and the most recent statutory guidance are fully covered. The PSHE Coordinator maintains curriculum mapping and checks content and resources against current statutory requirements.

Term	Jigsaw unit	Main focus
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Autumn 1	Being Me in My World	Identity, belonging, rights and responsibilities, class and school community.
Autumn 2	Celebrating Difference	Respect, inclusion, difference, stereotypes and anti-bullying.
Spring 1	Dreams and Goals	Aspirations, perseverance, strengths, goals and contribution.
Spring 2	Healthy Me	Physical and mental health, healthy choices, substances, sleep, nutrition and safety.
Summer 1	Relationships	Families, friendship, communication, boundaries, online relationships, loss and support.
Summer 2	Changing Me	Change, growth, puberty, menstruation, body privacy and age-appropriate reproduction content.

The PSHE syllabus sets out to promote the following principles in pupils' spiritual, moral, social and cultural development which will:

1. enable pupils to develop their self-knowledge, self-esteem and self-confidence
2. enable pupils to distinguish right from wrong and to respect the law
3. encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life
4. provide knowledge and understanding of the emotional, social and physical aspects of growing up (RSE)
5. provide pupils with a broad general knowledge of public institutions and service in the UK
6. assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions, including an understanding of British Values.

My Happy Mind

In alignment with our school's ethos and the statutory requirements of the UK PSHE National Curriculum, we have integrated the My Happy Mind programme into our PSHE education. The My Happy Mind programme is designed to provide students with the tools and knowledge to develop resilience, emotional intelligence and mental well-being. It complements the PSHE curriculum by focusing on positive mental health, emotional regulation and growth mindset.

My Happy Mind consists of five core units, each designed to build students' knowledge and skills progressively:

Term	My Happy Mind unit	Main focus
Autumn 1	Meet Your Brain	Introduces pupils to the brain's basic functions, helping them understand how it works and how they can take care of it. Pupils learn about neuroplasticity and the brain's ability to change and grow.
Autumn 2	Celebrate	Helps students to recognise and celebrate their own and others' strengths. Encourages positive self-esteem, appreciation for self and mutual respect.

Spring 1	Appreciate	Students are taught to practise gratitude, learning the importance of reflecting on and appreciating the positive aspects of their lives.
Spring 2	Relate	Helps pupils develop healthy relationships, effective communication skills and empathy. It aligns with the PSHE curriculum focus on relationships and respect for others.
Summer 1	Engage	Setting goals and being mindful in their daily lives. Focuses on their strengths and passions, building confidence and promoting a sense of purpose.

My Happy Mind supports and enhances the statutory requirements of the UK PSHE curriculum, including the three core themes:

Health and Well-being: The programme's focus on understanding the brain, emotional regulation, and developing mindfulness contributes to pupils' understanding of mental health, self-care and well-being. The *Meet Your Brain* and *Appreciate* units are directly aligned with teaching about mental health awareness and strategies to promote emotional well-being.

Relationships: The *Celebrate* and *Relate* units align with the PSHE curriculum's emphasis on teaching pupils to form and maintain healthy relationships. Through activities focused on empathy, communication and respect for others, pupils learn essential interpersonal skills, which are key to positive social development.

Living in the Wider World: The *Engage* unit supports pupils in setting goals, developing confidence, and finding their place within the school community and beyond. This ties in with broader PSHE objectives such as encouraging responsible behaviour, fostering a growth mindset and preparing students for future challenges in the wider world.

Relationships Education

Relationships Education – DfE Statutory Guidance 2026

Relationships Education is compulsory for all pupils receiving primary education. The school's curriculum is positive and safeguarding-focused. It develops the knowledge and skills that pupils need to build healthy relationships and to recognise, resist and report harmful behaviour. It will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

Details of how the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

Whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important

to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

Eaton House the Manor Girls' School adopts the 2026 DfE primary health and wellbeing content as an important benchmark within its compulsory PSHE provision. Health Education 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'.

Whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw.

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).

Details of how the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

Sex Education

Sex education is not compulsory in primary schools. The DfE recommends that primary schools teach sex education in Years 5 and/or 6, linked to conception and birth and to relevant science content.

At Eaton House the Manor Girls' School, statutory Relationships Education, safeguarding content and puberty are taught throughout the curriculum at an age-appropriate level. Human reproduction is taught primarily through Science and is reinforced in Form 6 PSHE so that conception and birth can be discussed within the context of healthy, safe and respectful relationships.

The school clearly distinguishes sex education from Relationships Education and from Science. Parents will be informed in advance of the content of the Form 6 sex education lesson(s), the resources used and their right to request withdrawal from non-statutory sex education.

Questions that fall beyond the planned primary sex education curriculum will be answered in an age-appropriate, factual and safeguarding-aware manner. Where appropriate, staff may explain that a question will be better addressed at a later stage, or encourage the pupil to speak with a parent/carers or trusted adult.

We are of course happy to discuss the content of the curriculum and invite you to contact the Headmistress.

Right to request withdrawal from sex education

Parents do not have the right to withdraw pupils from Relationships Education. They also cannot withdraw pupils from content taught as part of the Science curriculum.

Parents do have the right to request that a primary-aged child is withdrawn from some or all of the school's non-statutory sex education. At Eaton House the Manor Girls' School this applies to the Form 6 PSHE lesson(s) in which human reproduction is discussed beyond the Science curriculum content.

Before a withdrawal is implemented, the Headmistress will normally discuss the request with the parent and, where appropriate, the pupil, to clarify the nature and purpose of the curriculum and any concerns. A written record of the request and discussion will be retained.

Teaching and Learning

Lessons are planned as part of a carefully sequenced curriculum and are adapted to the age, stage, maturity and needs of the class. Teachers establish ground rules for respectful discussion and use distancing techniques, scenarios or anonymous question boxes where these improve safety and participation. Teaching aims to build positive attitudes and healthy norms without normalising harmful behaviour or alarming pupils unnecessarily.

PSHE is an integral part of the whole curriculum. Pupils will be given opportunities to rehearse the skills and attitudes that they need for life in the safe environment of the classroom. At all times the emphasis will be on the development of positive self-esteem. Clear and age-appropriate terminology is used and staff avoid language that stereotypes or stigmatises pupils. Cross-curricular links are made with Science, Computing, PE, TPR/Critical Thinking, History and Geography, while avoiding unnecessary duplication.

We provide opportunities for personal and social development through a variety of strategies:

- Individual, peer group, collaborative group work
- Discussion and role-play
- Vertical streaming allowing children of mixed ages to work together (House meetings and events)
- Involvement in a range of problem-solving activities throughout the curriculum
- Assemblies
- Visits to places of interest
- Extra-curricular activities, including combined Girls' and Prep/Pre-Prep provision
- Outdoor pursuits and team building, with residential trips taking place from F3 - F6
- Forrest school provision
- School Council
- Fund raising and charity work

Community Involvement

The school maintains links with community organisations and services where these contribute positively to pupils' personal, social, spiritual and civic development. Pupils are encouraged to develop responsibility, leadership, respect for others, service, citizenship and an understanding of democratic participation and public institutions. There are strong links with the local church (St Luke's, Battersea) and this provides opportunities for pupils' spiritual development. Links with local voluntary groups enable pupils to develop their understanding of citizenship. Effective links with the Fire service, Police service and Health service also provide valuable support in promoting personal and social development. Form 6 pupils visit a local community for disabled adults and take part in art workshops with the residents. Eaton House the Manor Girls' School support the same two charities each year, with the addition of a third charity as voted for by the pupils. Fundraising events are held throughout the year, and the proceeds are distributed among them.

Equality, Inclusion and SEND

The Equality Act 2010 requires schools to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations. At Eaton House the Manor Girls' School, we are committed to meeting the diverse needs of all pupils and supporting their personal, social and emotional development, regardless of background or circumstance.

All staff have a responsibility to:

- Set appropriate learning challenges and respond to individual needs.
- Identify and remove barriers to learning and participation.
- Provide opportunities for pupils to take responsibility, develop leadership skills, think creatively and contribute positively to the class, school and wider community.

PSHE and Relationships Education will be delivered inclusively and without discrimination, harassment or victimisation. Teaching will take account of the Equality Act 2010 and the protected characteristics, while remaining age-appropriate and consistent with the school's ethos and statutory requirements.

Pupils will be encouraged to develop respect, empathy and understanding towards others. Relationships Education will positively reflect a range of family structures, including families with same-sex parents, challenge stereotypes and address derogatory or discriminatory language. Pupils will learn to respect differences in areas including race, religion or belief, disability, sex and sexual orientation, as well as other characteristics protected by law.

SEND and accessibility

PSHE and Relationships Education must be accessible to all pupils, including those with SEND. Teachers will make reasonable and appropriate adjustments, which may include:

- pre-teaching or revisiting key vocabulary
- visual supports, social stories, concrete examples and reduced language load
- additional processing time, repetition and opportunities to practise
- adaptation of scenarios, resources or recording methods

Assessment and Evaluation

Assessment in PSHE is used to identify what pupils know, understand and can do, and to inform future teaching. It is not used to make intrusive judgements about pupils' private lives.

Assessment could take the form of:

- observation and discussion
- pupil self-assessment and peer reflection
- written, oral, creative or digital outcomes where appropriate
- baseline and end-point activities such as mind maps or retrieval tasks
- teacher assessment of knowledge, vocabulary, reasoning and application to scenarios
- pupil voice, work scrutiny and curriculum review.

These assessments are carried out throughout EYFS, KS1 and KS2 and are the responsibility of the Form teacher. The PSHE Coordinator will monitor curriculum coverage, quality of teaching, resources, pupil outcomes and feedback from staff, pupils and parents. The policy and curriculum will be reviewed at least annually and will be updated to reflect changes to legislation and statutory guidance.

Parental Involvement

Parents are invited to join in events in school, including class assemblies, House events, sports events and music recitals. The school aims to involve parents closely in promoting Personal, Social, Health and Economic Education by:

- Providing information about Relationship and Health Education.
- Providing information about using technology safely/internet safety.
- Providing opportunities during Parents' Evenings to discuss pupils' personal and social development.
- Providing written reports on pupils' personal and social development.

Staff Development

PSHE Coordinator

- maintains the policy and curriculum maps
- checks Jigsaw, My Happy Mind and supplementary resources against current statutory guidance
- supports staff with planning, subject knowledge and sensitive teaching
- coordinates parental information and consultation
- monitors teaching, pupil voice, assessment and impact

- works with the DSL, SENCO and SMT where PSHE intersects with safeguarding, SEND or pastoral provision.

Class teachers and other teaching staff

- deliver the agreed curriculum and use approved resources
- adapt learning appropriately without omitting required knowledge
- create a safe classroom climate and manage questions sensitively
- follow safeguarding procedures immediately when concerns arise
- feedback emerging needs, gaps or concerns to the PSHE Coordinator and DSL as appropriate.

Staff delivering PSHE will have access to appropriate training and guidance, including safeguarding training, programme-specific training and updates arising from changes to statutory guidance.

Monitoring

The PSHE coordinator provides support for teachers and will lead the evaluation of Personal, Social, Health and Economic Education by:

- Discussion with teachers and pupils.
- Providing the SMT with updates in which the strengths and weaknesses in the subject are evaluated and areas for further improvement are indicated.

This policy will be reviewed by the PSHE coordinator.

Mapping Document: Jigsaw 3-11 and Statutory Relationships and Health Education.

RELATIONSHIPS EDUCATION

<u>Relationships Education</u>	By the end of primary school, all pupils should know...	Content covered in Jigsaw unit:
Families and people who care for me	• F1: That families are important for children growing up because they can give love, security and stability. • F2: 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. • F3: 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. • F4: 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. • F5: That marriage and civil partnerships 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). • F6: How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	• Healthy Me • Relationships • Changing Me
Caring friendships	• CF1: How important friendships are in making us feel happy and secure, and how people choose and make friends • CF2: That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded • CF3: That not every child will have the friends they would like at all times, that most people	• Being Me in My World • Celebrating Difference • Relationships • Changing Me

<u>Relationships Education</u>	By the end of primary school, all pupils should know...	Content covered in Jigsaw unit:
	feel lonely sometimes, and there is no shame in feeling lonely or talking about it. • CF4: The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • CF5 and CF6: 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 • CF7: 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.	• Relationships • Being Me in My World
Respectful, Kind Relationships	• RKR1: How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. • RKR2: The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults • RKR3: How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. • RKR4: Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. • RKR5: That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in	• Being Me in My World • Celebrating Difference • Dreams and Goals • Healthy Me • Relationships • Changing Me

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<u>Relationships Education</u>	By the end of primary school, all pupils should know...	Content covered in Jigsaw unit:
	character, personality or backgrounds), or make different choices, or have different preferences or beliefs. • practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships • RKR7: The conventions of courtesy and manners. • RKR8: The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. • RKR9: The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. • RKR10: What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. • RKR11: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	
Online Safety and Awareness	• OSA1: That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • OSA2: How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. • OSA3: That there is a minimum age for joining social media sites (currently 13), which	• Relationships

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<u>Relationships Education</u>	By the end of primary school, all pupils should know...	Content covered in Jigsaw unit:
	protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. • OSA4: The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • OSA5: Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. • OSA6: That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.	
Being safe	• BS1: What sorts of boundaries are appropriate in friendships with peers and others including in a digital context. • BS2: 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. • BS3: That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • BS4: How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • BS5: How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. • BS6: How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.	• Celebrating Difference • Relationships • Changing Me

<u>Relationships Education</u>	By the end of primary school, all pupils should know...	Content covered in Jigsaw unit:
	BS7: How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	

HEALTH EDUCATION

<u>Health Education</u>	By the end of primary school, all pupils should know...	Content covered in Jigsaw unit:
General wellbeing	- GW1: The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. - GW2: The importance of promoting general wellbeing and physical health. - GW3: 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. - GW4: 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. - GW5: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. - GW6: That isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. - GW7: That bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. - GW8: That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. - GW9: Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's	- Being Me in my World - Celebrating Difference - Dreams and Goals - Healthy Me - Relationships - Changing Me

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<u>Health Education</u>	By the end of primary school, all pupils should know...	Content covered in Jigsaw unit:
	mental wellbeing or ability to control their emotions (including issues arising online) • GW10: It is common for people to experience mental ill health and early support can help.	
Wellbeing online	• WO1: That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. • WO2: Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. • WO3: The benefits of limiting 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. • WO4: How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. • WO5: Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. • WO6: The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. • WO7: How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. • WO8: That abuse, bullying and harassment can take place online and that	• Being Me in My World

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<u>Health Education</u>	By the end of primary school, all pupils should know...	Content covered in Jigsaw unit:
	this can impact wellbeing. How to seek support from trusted adults. • WO9: How to understand the information they find online, including from search engines, and know how information is selected and targeted. • WO10: That they have rights in relation to sharing personal data, privacy and consent. • WO 11: Where and how to report concerns and get support with issues online.	
Physical health and fitness	• PHF1: The characteristics and mental and physical benefits of an active lifestyle. • PHF2: 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. • PHF3: The risks associated with an inactive lifestyle (including obesity). • PHF4: How and when to seek support including which adults to speak to in school if they are worried about their health.	• Dreams and Goals • Healthy Me
Healthy eating	• HE1: What constitutes a healthy diet (including understanding calories and other nutritional content). • HE2: Understanding the importance of a healthy relationship with food. • HE3: The principles of planning and preparing a range of healthy meals. • HE4: 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).	• Healthy Me
Drugs, alcohol and tobacco	• DATV1: The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.	• Healthy Me
Health and prevention	• HP1: How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	• Healthy Me

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<u>Health Education</u>	By the end of primary school, all pupils should know...	Content covered in Jigsaw unit:
	• HP2: About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • HP3: The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • HP4: About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • HP5: About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • HP6: The facts and science relating to immunisation and vaccination.	
Personal Safety	• PS1: About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce this. • PS2: How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	• Healthy Me • Relationships
Basic first aid	• BFA1: How to make a clear and efficient call to emergency services if necessary. • BFA2: Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	• Healthy Me
Developing bodies	• DB1: About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. • DB2: The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. • DB3: The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls'	• Changing Me

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<u>Health Education</u>	By the end of primary school, all pupils should know...	Content covered in Jigsaw unit:
	periods start will help them understand what to expect and avoid distress.	