Personal, Social, Health Education Policy (PSHE)

(Including Relationships and Sex Education statutory guidance Sept 2025)

Date adopted:	**Body**
September 2026	LGB
Next review date:	September 2027

1. Introduction

All schools must provide a curriculum that is 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 the pupils at the school for the opportunities, responsibilities and experiences of later life.

This policy has been written to work in conjunction with the Department for Education guidance -

'Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers
July 2025'

2. Aim of the Dallow Primary School PSHE policy

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

We include the statutory – 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs.

The document: Jigsaw PSHE 3-11 RSHE Mapping Document shows exactly how Jigsaw and therefore our school, meets the statutory requirements.

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.

3. Learning intentions

PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society

- Become healthy and fulfilled individuals

At Dallow, we use the Jigsaw PSHE scheme as a framework for delivering high quality learning opportunities.

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE. Jigsaw covers all areas of PSHE for the primary phase including the statutory requirements.

The table below gives the learning theme of each of the six puzzle pieces (units) and these are taught across the school; the learning deepens and broadens every year.

Term	**Puzzle Name**	**Content**
Autumn 1	Being Me in My World	Includes understanding my place in the class, school and global community.
Autumn 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity.
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.

4. How is Jigsaw PSHE organised in school?

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (puzzle piece) at the same time.

There are six puzzles pieces in Jigsaw that are designed to progress in sequence from September to July. Each puzzle has up to six pieces (lessons) which work towards an end product.

These are delivered within our PSHE curriculum in many ways; as taught by the class teacher to the class as a whole.

- Through cross curricular work, particularly RE, science, history, geography and literacy.
- Through enrichment activities such as assemblies, visits, performances etc.
- On a daily basis, incidentally when an issue is raised by a pupil, or as an incident takes place.
- Through the hidden curriculum - ethos, atmosphere of the school.
- Assemblies and follow-up work in class.

5. Relationships Education at Dallow Primary School

The DfE statutory guidance on Relationships Education, outlines what they expect children to know by the time they leave primary school:

- **Families and people who care for me**
- **Caring friendships**
- **Respectful, kind relationships**
- **Online safety and awareness**
- **Being Safe**

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

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.

6. Sex Education at Dallow Primary School

6.1 Sex education

Sex education is not compulsory in primary schools but the following is taught to pupils in Year 5 and 6.

6.2 Definition

- Sex Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- Sex Education involves a combination of sharing information, and exploring issues and values.
- Sex Education is not about the promotion of sexual activity.

6.3 Delivery of Sex Education

Sex Education is taught within the PSHE education curriculum, within the science curriculum, and aspects are included in religious education (RE). The Jigsaw Scheme is also used to deliver Sex Education at Dallow.

6.4 Jigsaw Sex Education Content

At Dallow Primary School we use the 'Jigsaw' scheme of work for PSHE. The scheme uses the 'Changing Me' unit to deliver Sex Education. At Dallow we have adapted this unit to reflect our school community.

The Sex Education learning intentions will be taught in Years 5 and 6 only. When Teachers deliver these sessions, they will use correct scientific vocabulary. Teachers will use their professional judgement when answering any questions their pupil's might have. Our approach is for children to feel open in discussing and talking about their learning. We will always be sensitive to children's needs and never expect or force them to discuss unless they are comfortable.

Year Group	Piece Number and Name	Learning Intentions
5	1. My self image	I am aware of my own self-image and how my body image fits into that
	2. Puberty girls	I can explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally
	3. Puberty boys	I can describe how boys' bodies change during puberty
	4. Conception	I understand that sexual intercourse can lead to conception and that is how babies are usually made I understand that sometimes people need help from doctors to have a baby
	5. Looking ahead 1	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities
	6. Looking ahead 2	I can identify what I am looking forward to when I move to my next class.

Year Group	Piece Number and Name	Learning Intentions
6	1. My self image	I am aware of my own self-image and how my body image fits into that
	2. Puberty	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally
	3. Babies – conception to birth	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born
	4. Girlfriends and boyfriends	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend
	5. Real and ideal self	I am aware of the importance of a positive self-esteem and what I can do to develop it
	6. The year ahead	I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.

6.5 Withdrawal from Sex Education lessons

"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

At Dallow Primary School, as puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit), we conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle; (unit) e.g.

<u>Year 5, lesson 4 (Conception)</u>

<u>Year 6, lesson 3 (Conception to birth)</u>

6.5.1 Must write an individual letter or formal email to the Head teacher referring to your child.

6.5.2 Parents are required to explain exactly what lesson and why you are withdrawing your child.

6.5.3 Parents need to make an appointment with the Head teacher or PSHE leader so that this can be discussed.

6.5.4 Parents will need to write a letter to opt back into any area of Sex Education.

Materials are available to parents/carers who wish to supplement the school Sex Education programme or who wish to deliver Sex Education to their children at home.

Alternative work will be given to pupils who are withdrawn from Sex Education.

7. Health and well being

Health and wellbeing education in primary schools will cover:

- General well being
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11, Statutory Relationships, and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is a statutory requirement which sits within the Health and wellbeing part of the DfE guidance within the 'Developing bodies' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle.

7.1 Drug and Alcohol

Definition of 'Drugs':

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug, Alcohol, Tobacco and Vaping education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and wellbeing.

7.2 Moral and Values Framework

The Drug, Alcohol, Tobacco and Vaping education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

7.3 Jigsaw Drug, Alcohol, Tobacco and Vaping education Content

The grid below shows specific Drug and Alcohol Education learning intentions for each year group in the 'Healthy Me' Puzzle.

Year Group	**Piece number and name**	**Learning intentions 'Pupils will be able to…'**
Year 2	Medicine safety	I understand how medicines work in my body and how important it is to use them safely.
Year 3	What do I know about drugs?	I can tell you my knowledge and attitude towards drugs.
Year 4	Smoking and vaping Alcohol	I know some facts about the effects of smoking and vaping on health, and why some people might start to smoke or vape. I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.
Year 5	Smoking and vaping Alcohol	I know there are health risks with smoking and vaping and can tell some of the ways that they are harmful to the body. I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.
Year 6	Drugs	I know about different types of drugs and their uses and their

		effects on the body particularly the liver and heart.

8. British Values

In accordance with the Department of Education we aim to actively promote British values in school to ensure our young people leave school prepared for life in modern Britain. Pupils are encouraged to regard people of all faiths, races and cultures with respect, tolerance and understand that while different people may hold different views, all people living in England are subject to its law.

We promote British Values through our Jigsaw scheme. The 5 strands of the British Values agenda have been mapped across every Puzzle and every Piece (lesson).

8.1 British Values are:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

9. Safeguarding

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, school policy is followed.

10. Working with parents and carers

The government guidance on RSHE (DfE 2025) emphasises the importance of schools working in partnership with parents and carers. Under current legislation schools should enable parents to exercise their right to withdraw their children (until the age of 19) from any school SEX EDUCATION taught outside National Curriculum Science (Education Act 1996). Parents have a legal right to see the school SEX EDUCATION policy and to be given a copy of it (Education Act 1996). Parents should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

11. External contributors

External contributors from the community, e.g. health promotion specialists, school nurses, and community police and fire officers, make a valuable contribution to the Jigsaw PSHE programme.

Their input should be carefully planned and monitored so as to fit into and complement the programme.

Teachers MUST always be present during these sessions and remain responsible for the delivery of the Jigsaw PSHE programme.

12. Training

Staff are trained on the delivery of Jigsaw as part of their induction and it is included in our continuing professional development calendar.

The Head teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching PSHE.

13. Equal Opportunities

At Dallow Primary 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.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see:

'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?' Our aim is to give all pupils an equal opportunity to access the PSHE curriculum. All children have an entitlement to receive high-quality PSHE Education regardless of physical or mental ability, race, gender and social circumstances.

We seek to ensure that teaching and learning -

- Offers accessibility to all pupils.
- Includes an awareness of disability and our multicultural environment.
- Recognises the value and responsibilities of both sexes.
- Offers a differentiated programme for children identified with a special educational need.

All children will have access to appropriate resources available in school, which will reflect a multicultural society, without stereotyping or discrimination.

14. Links to other policies and curriculum areas

We recognise the clear link between Jigsaw PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Science National Curriculum (KS1 & KS2)
- Teaching and Learning Policy
- Equal Opportunities Policy
- Safeguarding Policy

15. Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around SEX EDUCATION- and Drug and Alcohol Education-related issues are varied. However, while personal views are respected, all SEX EDUCATION and Drug and Alcohol Education issues are taught without bias using Jigsaw.

Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

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

16. Roles and responsibilities

16.1 The governing body

The governing body will hold the Head teacher to account for the implementation of this policy.

16.2 The Head teacher

The Head teacher is responsible for ensuring that PSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of SEX EDUCATION.

17. Monitoring and Evaluation

The PSHE Subject Lead will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

18. Policy Development

This policy will be reviewed annually. The review will take place in consultation with staff, pupils and parents and involve the following steps:

1. Review - a member of staff or working group will pull together all relevant information including national and local guidance/legislation.
2. Staff consultation - all school staff will be given the opportunity to review the policy and make recommendations.
3. Parent/stakeholder consultation - parents and any other interested groups will be invited to a meeting about the policy.
4. Pupil consultation - we will investigate what exactly pupils want from their PSHE Policy.
5. Ratification - once amendments have been made, the policy will be shared with the Governors and ratified. The amended policy will be published on the school website.

Policy Review

This policy is reviewed annually.

Approval	Signed – Mrs K Lovell (Head teacher)	Signed – Mrs N Roberts (Chair of Governors)
Date of review:	September 2026	
By:	Miss S McGregor	
Date of next review:	September 2027	

Jigsaw PSHE documents needed to explain this policy:

Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)

Appendix 1

Relationships Education in Primary schools - DfE Guidance 2025

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

Relationships education:

Families and people who care for me Curriculum content: 1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as 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. 3. That the families of other children, 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. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. 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 Curriculum content: 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
Respectful, kind relationships Curriculum content: 1. 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. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. 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.

4. 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.
5. 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 character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. 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.
9. 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.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. 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

Curriculum content:
1. 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.
2. 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.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. 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.
6. 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

Curriculum content:
1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.

5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. 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.
7. 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.

Sex Education (Primary)

30. Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.

31. Primary schools should consult parents about the content of anything that will be taught within sex education. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.

Primary health and wellbeing:

General wellbeing

Curriculum content:

1. 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.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. 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.
9. 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 mental wellbeing or ability to control their emotions (including issues arising online).
10. That it is common to experience mental health problems, and early support can help.

Wellbeing online

Curriculum content:

1. 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.
2. 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.
3. 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.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. 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.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

Physical health and fitness

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol, tobacco and vaping

Curriculum content:

1. 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.

Health protection and prevention

Curriculum content:

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety

Curriculum content:

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

Curriculum content:

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies

Curriculum content:

1. 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.
2. 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.
3. 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' periods start will help them understand what to expect and avoid distress.