



St Paul's Church of England Primary School

PSHE Policy

Fountain of Life

Overflowing generosity

Recognise & Illuminate

Way of Life

All God's Children

Reaching out to others

Devotion to each other and God

*For with you is the Fountain of life; **in your light we see light.** (Psalm 36 vs9)*

Inspired by God's love for us, we illuminate the goodness in others, we care for and protect His children and reach out to help others flourish in their journey to the fullness of life.

Reviewed February 2025 – to be reviewed on February 2027



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.

We believe that PSHE and citizenship should enable children to become healthier, more independent and more responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community. In so doing, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation as School Council members, Eco-Councilors and Worship Councilors. We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

At St Paul's our personal, social and health education (PSHE) programme runs alongside our Relationships and Sex Education (RSE) Policy. It promotes children's personal, social and economic development, as well as their health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community. They learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. It gives children an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life-long learning.

As a Church of England school, our PSHE and RSE school policies also adhere to the Church of England 'Valuing All God's Children' document (September 2019). This states that:

One of the four strands of the Church of England Vision for Education is dignity and respect. Part of this vision is to create a culture where children can grow to be content, living well in their own skin, and happy for others for the skin they're in. This happens best in a culture of love that accepts, forgives and keeps faith with children and young people as they explore questions of identity and selfhood.

Reference to RSE Policy:



In creating a school environment that promotes dignity for all and a call to live fulfilled lives as uniquely gifted individuals, pupils will be equipped to accept difference of all varieties and be supported to accept their own gender identity or sexual orientation and that of others. In order to do this, it will be essential to provide curriculum opportunities where difference is explored, same-sex relationships, same-sex parenting and transgender issues may be mentioned as a fact in some people's lives. For children of same-sex or transgender parents or with close LGBT relatives this will be a signal of recognition that will encourage self-esteem and belonging.

In the early years' context and throughout primary school, play should be a hallmark of creative exploration. Pupils need to be able to play with the many cloaks of identity (sometimes quite literally with the dressing up box). Children should be at liberty to explore the possibilities of who they might be without judgement or derision. For example, a child may choose the tutu, princess's tiara and heels and/or the firefighter's helmet, tool belt and superhero cloak without expectation or comment. Childhood has a sacred space for creative self-imagining.

Childhood needs to be a period where we can make mistakes, try things out, explore projects and identities, without having to be bound by the consequences.

At St Paul's School, we regard PSHE as an important, integral component of the whole curriculum and we strongly promote our values through our day to day dealings with children and adults. We provide a broad and balanced curriculum, ensuring that it:

- Promotes the spiritual, moral, cultural, mental and physical development of our children and of society.
- Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life.
- Provides information about keeping healthy and safe, mentally, emotionally and physically.
- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

Aims

The aims of PSHE and Citizenship fall into 3 core themes: Health & Wellbeing, Relationships and Living in the Wider World.

Health & Wellbeing

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency.
- Know how to manage change, including puberty, transition and loss.
- Know how to promote and maintain good mental health.



Relationships

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- Know how to recognise and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.
- Know how to respect equality and diversity in relationships.

Living in the Wider World

- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider and global community.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise.

PSHE and citizenship curriculum planning

At St Paul's, we use the Jigsaw approach. We teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, 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 and Cultural) development opportunities provided for our children.

This scheme is taught through a spiral curriculum which allows for children to regularly re-visit areas of the PSHE curriculum. Where possible, teaching is interwoven into our whole school thematic approach, ensuring that learning is both relevant and purposeful. Through a spiral curriculum approach, this enables us to build on prior knowledge and skills, deepen understanding and equip children with the age-appropriate skills. We teach PSHE in a variety of ways. Sometimes, for example, when dealing with issues in drugs education, we teach PSHE as a discrete subject. On other occasions, we introduce PSHE topics through teaching in other subjects. Also, as there is a large overlap between the programme of study for religious education and the aims of PSHE. We deliver a considerable amount of the PSHE curriculum through our religious education lessons. We also develop PSHE through various activities and whole-school events, for example the



school council representatives from each class meet regularly to discuss school matters. We offer residential visits in Key Stage 2, where there is a particular focus on developing pupils' self-esteem, and giving them opportunities to develop leadership skills and positive group work.

Jigsaw 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.

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 and homophobic bullying included) and understanding
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

At St Paul's C of E Primary School we allocate one session to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship (including half-termly introductions to each new Puzzle Unit), praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community. Class teachers deliver the weekly lessons to their own classes.

The Early Years Foundation Stage

We teach PSHE and citizenship in Reception as an integral part of the curriculum. As the reception class is part of the EYFS, we relate the PSHE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in Reception classes, when we teach 'Understanding the World'.



SEND

We teach PSHE and citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. We believe that PSHE must be accessible for all our pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils.

We provide quality teaching that is differentiated and personalised which will be the starting point to ensure accessibility. We are also mindful of preparing children for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

At St Paul's, we are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. These factors should be taken into consideration when teaching these subjects.

PSHE and computing

Computing contributes to the teaching of PSHE in that children in computing classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the internet and email. With continuing advances in the use of technology in our society, we ensure that our children are fully equipped with the latest advice on how to stay safe online. This is taught explicitly through our PSHE along with addressing specific safeguarding issues as they arise. This advice and teaching continually evolves to take account of current changes and updates. (See E-Safety Policy)

Strategies

At St Paul's, a wide range of teaching and learning styles are evident in lessons and an emphasis is placed upon active learning. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. Children are encouraged to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly, or involvement in an activity to help other individuals or groups less fortunate than themselves. Classes are organised in such a way that children are able to participate in an open friendly forum where agreed classroom expectations of behaviour have been agreed. We offer children the opportunity to hear visiting speakers, whom we invite into the school to talk about their role in creating a positive and supportive local community.

Relationships within School

Relationships at St Paul's are based on an atmosphere of trust and respect for everyone. Our School behavior policy is underpinned by Christian teachings based upon 'Treat others as you would like to be treated'. Children are supported to develop good relationships with their peers and



all staff and to take responsibility for their own behaviour. All staff are very good role models for children and work hard to promote a safe, happy environment. The children have an active School Council, Eco-Council and Worship Council where one child from each class is elected to represent the class' views in each of these areas.

Equal Opportunities

All children have the opportunity to take part in our PSHE programme. As PSHE has been planned to cover all areas recommended by the National Curriculum, then issues can be met and discussed which may otherwise not arise informally. It is intended that PSHE supports the personal and social development of children at home.

Assessment, Recording and Reporting

Children are informally assessed by staff throughout their work and the reports given to parents will reflect this. Recording of work will be in a form appropriate to the planned focus and will be shown in teacher's planning. Evidence of PSHE will be in a variety of forms e.g. photographs as well as written work and through the class big books. The very nature of PSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgment in this.

Monitoring, evaluation and review

The PSHE Lead and headteacher are responsible for monitoring the standards of children's work and the quality of teaching and learning. The PSHE Lead supports colleagues in their teaching by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school. The PSHE Lead is also responsible for giving the headteacher an informal annual summary report, evaluating strengths and weaknesses in the subject, and indicating areas for further improvement.

The school will review this policy annually and assess its implementation and effectiveness regularly.

Prevent Duty

Since July 2015, schools and a range of other public bodies have a legal responsibility to give due regard to the need to prevent children and young people from being drawn into terrorism. This is known as the Prevent duty and is part of the schools wider safeguarding.

St Paul's has a clear policy in place for protecting children at risk of radicalisation. This can be found on the school website and is part of the schools overarching safeguarding policy.



Statutory Requirements

PSHE is currently non-statutory although most areas within the PSHE curriculum are. In line with DfE statutory requirements, from 2020 **all areas of Health Education and Relationships Education are now to become statutory**. Areas of the curriculum which relate to Science teaching are also statutory. As a school, we also provide additional Sex Education sessions for Year 5. Parents do **have a right to withdraw their children** from this – see Right to Withdraw form in Appendix 3 (RSE Policy).

Parents' right to Withdraw

Parents have the legal right to withdraw their children from the non-statutory/non-science components of sex education within RSE. This component is currently taught in Year 5 through our 'Growing Up' video. Parents are invited to view the video before being shown to the children. Any questions or concerns are invited.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

Parents do not have the right to withdraw their children from relationships and health education which forms part of the PSHE curriculum.

Safeguarding

Teachers' conduct RSE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for Child Protection issues (Assistant Heads, Deputy and/or Head teacher) about their concerns. They will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection and Confidentiality). School staff cannot promise absolute confidentiality if approached by a child for help. Staff must make this clear to children. Child protection procedures must be followed when any disclosures about abuse are made.

Timeline of Actions:

Draft Policy shared with staff for consultation	14.1.2020 (Updated on January 2022)
Parental letter for consultation released	24.1.2020 (Updated on January 2022)
Parental drop-in session	27.1.2020 (Updated on January 2022)
Governor agreement (signed off)	26.1.2022 (submitted for approval)
Updated Policy	1.2.2023 and 1.2.2025



Links to other school documents and policies:

- Safeguarding Policy
- Health and Safety Policy
- PE Policy
- PSHE Policy (including Jigsaw)
- RSE Policy (including Jigsaw)
- ICT Policy
- SEND Policy
- Prevent (Radicalisation and Extremism) Policy
- First Aid Policy
- E-Safety Policy
- RE Policy
- Equality and Diversity Policy
- Early Years Policy
- Church of England – Valuing All God's Children (Sept 2019)

Our PSHE policy is informed by existing DfE guidance:

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



- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

It is also aligned with the Church of England's "A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)" and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, [second edition updated summer 2019](#)).

Draft Policy reviewed/updated on February 2025 by Chris Vaughan (PSHE and RSE Lead)

In line with the statutory arrangements for **Health Education** and **Relationships Education**, here are the expectations for the end of Key Stage 2. This is an end point for what the children should know by the end of the primary phase. We use these to help build a progression of knowledge, skills and understanding throughout each Key Stage.

Relationship Education (Statutory from 2020)

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. 	<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"> • 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). • 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 	
<p>Caring friendships</p>	<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 	
<p>Respectful relationships</p>	<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 	



	<ul style="list-style-type: none"> • 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 • 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



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. All of these aspects are taught through our Jigsaw approach. Below are outlined the key areas of learning and how, and where, these are met through our curriculum.

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 	<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



	<p>control their emotions (including issues arising online).</p> <ul style="list-style-type: none"> • 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. 	
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



<p>Healthy eating</p>	<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 and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
<p>Drugs, alcohol and tobacco</p>	<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 	
<p>Health and prevention</p>	<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
<p>Basic first aid</p>	<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
<p>Changing adolescent body</p>	<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



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