



## PSHE Policy

Personal, Social & Health Educational Policy

### 'Every Child, Every Chance, Every Day'

<b>Reviewed By</b>	Cate Gregory	Policy Owner	July 2020
<b>Approved By</b>	Cate Gregory	Headteacher	July 2020
<b>Ratified by</b>	Matthew Corkhill	Governor	September 2020
<b>NEXT REVIEW</b>			September 2023

At Shirley Infant School we aim to develop the whole child, not only in terms of academic ability and progress but in respect of their emotional, spiritual, social, health and physical development. The whole curriculum contributes to the personal, social, emotional and health development of our pupils and these have an impact on the ethos of our school – its aims, attitudes, values and procedures. PSHE within our school encompasses the core principles of the UNCRC and the rights of the child:

**Non-discrimination, or universality (article 2)** – the rights guaranteed by the UNRC are afforded to all children without exception.

**Best interests of the child (article 3)** – this principle requires governments or other stakeholders to review all their actions for the impact on children.

**Right to life, survival and development (article 6)** – the rights of the child to the enjoyment of the highest attainable standard of health, to health services and to an adequate standard of living.

**Respect for the views of the child (article 12)** – a child's right to have their views heard and respected in matters concerning them – according to their age and maturity. Article 12 places an obligation on government to ensure that children's views are sought and considered.

The PSHE curriculum supports the aims of our school strapline Every Child, Every Chance, Every Day. You are able to see the school vision poster for whole vision statement.

This Policy is written in line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory Guidance September 2020.

The statutory guidance used to inform this policy is listed below:

- As an Infant academy school we must provide relationships education to all our pupils as per section 34 of the Children and Social Work act 2017.
- In teaching Relationships and Health Education, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

## AIMS

- To help children appreciate themselves as unique individuals and to help them understand their responsibilities, rights and duties in our community.
- To enable children to make informed choices about all areas of their behaviour and to understand the good and not so good consequences of their actions and their behaviours
- To be aware of how to recognise when pressure from others (including people they know) threatens their personal safety and well-being and know how use and develop effective ways of resisting pressure and know where to get help.
- To develop individuals capacity to share and co-operate.
- To create a school ethos in which secure and stable relationships, respect, support and consideration for others flourish.
- To develop children's ability to accept responsibility for their own safety.
- To develop children's vocabulary and their understanding of the different emotions.
- To develop children's vocabulary and understanding towards other's emotions.
- To develop children's understanding of how to keep their mind and body healthy and lead a healthy lifestyle to support their health and wellbeing.
- To encourage children to understand the need for cleanliness and accept responsibility, when appropriate, for personal hygiene.
- To promote children's understanding of their rights and respecting actions, for themselves and others.
- To create an environment where their own rights and the rights of others are respected.

## **OBJECTIVES**

- To enable children to deal with real situations that arises now and in the future through exploring attitudes and feelings.
- To encourage children to value themselves as individuals, and to be aware of their effect on others whilst respecting similarities and differences between people.
- To enhance the quality of their lives by showing them how to acquire accurate information so that they can make informed decisions regarding their physical, mental and social well-being both online and in the real world.
- To develop a caring, thoughtful disposition.
- To encourage and support children and adults in their development as individuals and members of the school and wider community.
- To ensure children know who to turn to when they feel under pressure.
- To ensure children are aware of how to keep themselves safe in the following contexts: road safety, medicines (things we put into and onto our bodies), stranger danger, online safety, water safety, staying safe at home, as well as who they can talk to about this.
- To use and model the rights respecting language and behaviour.
- To develop a school where children and adults use the values and language of the CRC to help them become rights-respecting global citizens.
- To ensure staff in the school recognise their responsibility to model rights respecting language and behaviour and put them into practice in every aspects of the life of the school, from how the school is run and the extent to which pupils are involved in this, to what is taught and how pupils and teachers relate to each other.
- To encourage and support children and staff to resolve conflict in a restorative and reflective manner.

## **Relationship Education**

Relationship Education will focus on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

All teaching will reflect the Equality Act 2010 ensuring there is no discrimination for any pupil or family with protected characteristics.

Children will be taught in an age-appropriate way about the characteristics and values of healthy relationships, including area such as differences, boundaries, respect, trust and kindness. Teaching will focus on both face-to-face and online relationships recognising the significance of the digital world we now embrace. Teachers will also take all opportunities to discuss positive emotional and mental well-being with children.

Learning will be planned to meet the objectives set out in the Relationships Education, Sex Education (RSE) and Health Education Statutory Guidance 2020 (see appendix 1), under the broad headings of

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

### **The Science Curriculum - body changes and life cycles**

Sex Education beyond the requirements of the science national curriculum is not compulsory in primary schools; however, we recognise the importance of preparing children well for secondary school. At Shirley Infant School, children will be taught about puberty as set out in the expectations of the science National Curriculum. In line with year group expectations, children will learn about external body parts, changes in the human body from birth to old age, and reproduction in some plants and animals. In our school, we only teach the body changes and life cycles required by the science national curriculum. As a consequence, parents do not have the right to withdraw children from these scientific lessons.

We recognise that during such lessons, children may have questions as a result of their learning. We are mindful that unanswered questions often lead to misconceptions and will aim to avoid this where possible. When questions arise, they will be dealt with as follows.

- Questions directly linked with the science taught will be answered factually for the class of individual. Children will be given the opportunity to write anonymous questions submitted via a question box
- Questions of a personal nature directly linked to the teaching may need to be dealt with by talking directly to the child with an additional adult also present. If deemed necessary, teachers will inform parents of the questions asked. Wherever possible, questions will be answered in front of all pupils via the question box.
- Where a question relates to sex education beyond the scientific teaching, children will be advised to ask their parents or carers.

### **Physical Health and mental wellbeing**

Health and wellbeing education will focus on the characteristics of good physical health and mental wellbeing. It will include aspects such as the importance of exercise, good nutrition and the normal range of emotions we experience. Pupils will be taught about moderation, including online and the positive two-way relationship between good physical health and good mental wellbeing.

Learning will be planned at an age appropriate level to meet the objectives set out in the Relationships Education, Sex Education (RSE) and Health Education Statutory Guidance 2020 (see appendix 2), under the broad headings of

- 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

## **RELATIONSHIPS AND HEALTH CURRICULUM DELIVERY**

Relationships and Health Education (RHE) is taught through weekly lessons linked to the SEAL personal, social and health education programme and links with the whole school assembly programme. See long term overview for objectives covered from Year R to 2.

Biological aspects of sex education are taught within the science curriculum in line with the age expectations set out in the National curriculum. A number of aspects of the RHE link closely to science, computing, PE and DT curriculum. Where this is the case, messages will be reinforced within these subjects.

The areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, parents with disabilities, LGBTQ+ and same sex parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We are mindful that some children with SEND may need additional support to understand the themes and learning within the relationships and health education curriculum. Teachers will draw on their knowledge of the child to ensure learning is differentiated appropriately.

We will keep abreast of local contextual issues and support these through our curriculum where possible.

In Southampton, we are aware of that the locality reports lower happiness than the national picture, 26% of the area are reported to live in poverty, there is a need to improve children's dental hygiene, that there is an increase in the elderly population and an increase in those with diabetes. We are pleased that the teenage pregnancy rate is falling, but are aware it is still high.

## **OUR CURRICULUM CONTENT**

See overview in PSHE Curriculum folder for Year group coverage.

Personal, Social & Health Education includes:

1. Health Education
2. Careers Guidance
3. Economic & Industrial Understanding
4. Environmental Issues
5. Citizenship
6. Anti-Bullying
7. Children's Rights, Right Respecting Actions & Responsibilities
8. Drugs Education
9. Road safety
10. Stranger Danger
11. E safety
12. Multi-Cultural Issues
13. Equal Opportunities
14. Personal Behaviour
15. Sex & Relationships
16. Community Links
17. Mental wellbeing
18. Understanding of emotions; how they make the mind (mental) and body (physical) feel

P.S.H.E. links with all National Curriculum subjects, Religious Education and meets the requirements of the Foundation Stage Curriculum incorporating the Early Years Foundation Curriculum.

The diversity and variety of the content defined as P.S.H.E. calls for a wide range of teaching strategies, such as:

- **Circle time.** This is used as a vehicle to achieve our aims more consistently. See Schemes of Work, such as stranger danger, getting on and falling out. Drug Education within Going for Goals for Year 1, Relationships Year 2 and Changes Year R.
- **Class lessons.**
- **Group work.** Children are given school wide roles of responsibility to develop their commitment to the school and each other.
- **Bubble Time** – here the children are encouraged to ask for bubble time if they have a worry or are concerned about something. Confidentiality and child protection policies are considered in this area and staff to follow all procedures (See policies).
- **Collective worship.** Senior members of the community are welcomed to Assemblies. Parents are invited to class assemblies and a school wide Christmas performance, which promotes a community awareness.
- **Use of visitors** to give talks to children – see visitors policy
- **Outside agencies** e.g. Police, school nurse
- **Links with current Local and National Issues** – such as, teenage pregnancy, dental hygiene and obesity.
- **Links with parents.**
- **Drama**
- **Speaking and Listening Activities**
- **Philosophy for children**
- **Restorative practise**

Through our creative curriculum P.S.H.E. and citizenship is taught separately and embedded where appropriate though cross-curricular themes. Ways in which these sessions are delivered may involve writing, art, discussion, reflection, videos, circle time and role play. (See Schemes of Work and subject overviews)

## **PLAYTIME AND LUNCHTIME**

Positive social interaction is encouraged in the playground by staff and supported by the provision of a wide range of equipment for the children's use. Lunchtime procedures are organised to offer the children more independence and greater opportunity to take responsibility for their own good behaviour. Year 2 are 'Sports leaders' to monitor, model games and take responsibility for the active zone equipment.

## **EXTRA CURRICULAR CLUBS**

Clubs are run by staff and outside agencies to assist children's health and well-being and their social interaction with children from their class, year group and other year groups. They are encouraged to work together to build on their skills and work collaboratively.

## **EQUAL OPPORTUNITIES**

Every effort is made to enable all pupils to participate fully in all PSHE activities regardless of race, gender, SEN, disability etc. Adaptations to tasks are made, and extra adult support is provided where necessary and beneficial. Additional equipment can be provided when possible. All children have an entitlement to equal access to the curriculum and other school provision and may be supported in this subject by teachers, Southampton Ethnic Minority Achievements Support Service and other agencies e.g. Educational Welfare Officer, School Nurse. There should be no area of learning that is solely for one gender. It is important that all learning opportunities are part of every child's experience, so that all children develop the concept of caring and interpersonal skills.

## **ASSESSMENT, RECORDING AND REPORTING**

- End of year reports
- Termly assessment sheets

- Behaviour systems
- Target Cards
- S. E. N. Audit
- Learning logs
- ELSA referrals
- E.W.O., Educational Psychologist, Social Service reports and medical records.
- Parent/Teacher consultations
- Draw and write
- Discussions
- Role play
- Profile scale points
- Photographs
- Videos
- Quotes from the children

Our school practise is that a half termly PSHE assessment tool is completed by each class teacher for each individual child. This is completed and passed up from teacher to teacher as the child moves through the school. This will support the child with transition changes and track their development. Once they achieve secure in 40 -60 months, they will begin to work on the KS1 PSHE and citizenship expectations. These assessment sheets will be supported by teacher observations which are recorded within child initiated and adult directed activities. Year R are assessed through the year against the Development Matters curriculum. Then at the end of the year against the Early Learning Goals (ELG). Year 1 and 2 will be monitored through close scrutiny of work at key times of year (see work sampling matrix).

### **Children working above Age Related Expectations**

Children working above ARE are given content which will deepen their knowledge and understanding by looking at more complex issues and predicting/designing solutions for personal, local, national and global communities. A scenario would be given to all children ie, falling out, the class may be asked how can the children resolve the issue? From here another layer of information or a different point of view would be given to the child to widen their thinking eg how could the school improve this? How can the community support them? etc. By doing this we would be layering our gifted and talented children's knowledge and opportunities to use their skills in more complex scenarios.

### **RESOURCES**

Topic and themed boxes of resources are located in the staff room. Planning is in the green foundation subject folders and saved onto Teacher share (Curriculum/ PSHE / Teaching / Planning). Videos, books and CD Roms are available to support topics and can be found in the PSHE cupboard and shelves in the staff room.

Central resources within school Health Authority, Health Promotions, Road Safety Unit. Liaison with Infant, Junior and Secondary schools at P.S.H.E. cluster meetings

### **Ongoing Activities which support PSHE within our school:**

- Walk to school Week
- Fundraising – Red nose day, Children in need, Granny Anne's School in Africa, Sport Relief, NSPCC
- Being Healthy & Active Week
- School Nurse visits/workshops
- Family Education - Parent Workshops
- Footsteps – Road Safety
- New Year R intake Transition programme
- Year 2 transition programme into Year 3
- Year R to 1 transition

- Mid-year Transition programme
- Anti-bullying week
- ELSA
- After school clubs
- Lunch time additional opportunities with Team Spirit and learning through sport

#### **OTHER ASSOCIATED POLICIES**

- Behaviour\*
- Anti-Bullying
- Collective Worship
- Drugs Education
- Equal Opportunities
- Health & Safety
- Religious Education
- Sex and Relationships
- Confidentiality
- Child Protection
- Visitors
- Community Cohesion
- Inclusions

\* The Behaviour Policy has been reviewed and revised to raise expectations and promote a higher standard of behaviour.

In addition to our ethos for PSHE for our children within our school. We are very conscious of the wider world they are growing up within. Our children come from a inner city environment with many different factors around their lives. We review our curriculum in line with yearly taking into account local and national Key Information. This allows the influences to be considered and to inform planning and long term overview. Feedback from Annual Report from Director of Public Health for Southampton 2013For 2013-16 the following areas were considered:

**Mental Well-being** - Ambitions and aspirations –continued going for goals focus due to local high suicide rate. Southampton self-reported 29% with low happiness score compared to 28% in England. Focus in Good to be me raises self-esteem and self-awareness. Five Key themes from publication are addressed through planning: Be connected – Relationships theme/ Be Active – being active and healthy week / Be curious – trips and school events / Be keen to learn new things / Be Helpful – Year R people who help us topic, Changes theme, Year 1 Town mouse and country mouse topic.

**Children** – Dental Hygiene extended due to local dental health problems, focus in being active and healthy week.

**Economic links with Children focus** – 26% children living in poverty in Southampton. Focus in debate session in Autumn 2 on things we need to survive and things we want.

**Protecting People** – as Southampton is a port therefore, higher risk to health (particular sexually transmitted diseases) issues. Year R and 1 heavy focus on health and hygiene ie medicines, things that go onto and into our bodies, hygiene.

**Chronic conditions** – Healthy schools work to continue focus on eating broad and balanced diet, keeping active – supports PE work

**Environment – covers community safety, transport and place** - walk to school week promoted, provisions for riding bikes to school, Being Active and Healthy week. CPLO used to talk to children to build links and community, common used for Year R and Year 2 school trips. 2015-16 Healthy Schools focus was to encourage children and their grown-ups / carers to travel to and from school in an active way (bike, walk, scooter or park and stride).

**Safeguarding** – SRE Sex and Relationships enhanced. Year 2 focus on babies and gender difference using correct terminology for body parts. Decrease in teenage pregnancy in Southampton since our focus from 2009. Although, still higher than England.

**Elderly – population is increasing** – in Southampton people over 85 to increase from 5,300 to 6,000 between 2011 and 2018. JSNA empathies that longer lives should be better lives and not spent in ill health. Focus works with healthy schools.

**Lifestyle** – Increased rise in the number of people with diabetes 1 in 20. Healthy schools work to continue focus on eating broad and balanced diet, keeping active – supports PE work

**Online** - Pupils are made aware of their online reputations. The early foundations are established through Hectors world planning online safety and saying no to bad persuasion. Online reputation is the opinion others get of a person when they encounter them online. It is formed by posts, photos that have been uploaded and comments made by others on people’s profiles. It is important that children and staff are aware that anything that is posted could influence their future professional reputation. The majority of organizations and work establishments now check digital footprint before considering applications for positions or places on courses.

School council issues are decided as a whole school to suit current school issues (to cover all 5 aspects of PSHE) and new developments – See Council file for minutes of meetings.

## **ROLES AND RESPONSIBILITIES**

### **The governing body**

The governing body will consult parents, suggest amendments to the headteacher and approve the RHE policy. They will hold the headteacher to account for its implementation.

The headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from any non-scientific components of sex education (in line with the science national curriculum).

The Heateacher will determine whether any aspects of the curriculum will be delivered by professionals outside of the school (e.g., the school nurse may deliver information about menstruation).

### **Staff**

Teaching staff are responsible for:

- Delivering Relationships and Health Education in a sensitive way and in accordance to their year group expectations
- Modelling positive attitudes to Relationships and Health Education
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from non-statutory components of RSE and Health Education

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the headteacher.

### **Pupils**

Pupils are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity.



## **TRAINING**

Staff are trained on the delivery of RHE and biologic aspects of the science curriculum as part of their induction and it is included in our continuing professional development calendar. Staff have access to the RHE Policy and revisit this when changes occur.

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

## **MONITORING OF RHE**

The delivery of RHE is monitored by Senior Leaders and the RHE leader through:

- Planning scrutiny
- Lesson observation
- Analysis of pupils work and discussions with pupils
- Monitoring of SEN plans and IEPs where appropriate
- Sampling of pupils' end of year reports
- Long term overview from Year 2 through to Year 6 with our Shirley Schools approach.

Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems.

This policy will be review annually and will require approval by the governing body.

## **Links with other policies:**

Behaviour Policy  
Safeguarding policy  
Whistleblowing policy  
Drug Education  
Seal Program

**APPENDIX 1 – Expectations for Relationships Education**

<p><b>Families and people who care for me</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<p><b>Caring friendships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
<p><b>Respectful relationships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<p><b>Online relationships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>

**APPENDIX 2 – EXPECTATIONS OF HEALTH EDUCATION**

<b>Mental Wellbeing</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• 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.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• 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</li> </ul>
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	<p>someone else’s mental wellbeing or ability to control their emotions (including issues arising online).</p> <ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Internet safety and harms</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>that for most people the internet is an integral part of life and has many benefits.</li> <li>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.</li> <li>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>why social media, some computer games and online gaming, for example, are age restricted.</li> <li>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.</li> <li>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>where and how to report concerns and get support with issues online.</li> </ul>
<b>Physical Health and Fitness</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> <li>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.</li> <li>the risks associated with an inactive lifestyle (including obesity).</li> <li>how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy Eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>the principles of planning and preparing a range of healthy meals.</li> <li>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).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic First Aid</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary.</li> </ul>

	<ul style="list-style-type: none"><li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li></ul>
<b>Changing adolescent body</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"><li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li><li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li></ul>