



Springfield Infant School & Nursery
PSHE (Personal, Social & Health Education) **Policy**
(including **Relationships and Health Education**
and our position on **Sex Education**)

Policy date: November 2025

Review date: January 2027

Signed:

(Headteacher / Chair of Governors / Chair of GB Committee)

Date:

06/11/25

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.'

The above foreword from The Secretary of State, accurately identifies the changing technological lives of children. Even though our learners are at the start of their learning journey, many now come to school with devices they use at home. Already their young lives are dominated by screens and online, rather than through physical interactions. Therefore, through our own interactions and teaching we see ourselves as helping our children create the foundation block on which further learning will be built as they grow and develop into adolescence and beyond. We strive to support our children to become kind, tolerant and considerate members of society who know how to keep themselves healthy and others safe.

Context

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, schools should provide a PSHE curriculum that:

- 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.

In addition the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education.



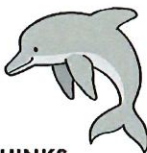





This policy is informed by existing DfE guidance:

- [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).

PSHE

Here, at Springfield Infant School & Nursery 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 want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

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 our children's needs. This runs alongside our 'Learning Buddies' who underpin our vision for who we want our children to be and enable the growth of skills, attitudes and behaviours to support both academic and personal growth.

| | | | |
|--|---|---|--|
|  <p>CREATIVE IMAGINATIVE RESOURCEFUL INDEPENDENT</p> |  <p>RESILIENT PERSEVERANCE TENACIOUS SELF-DISCIPLINED</p> |  <p>THINKS LISTENS SPEAKS HAS A VOICE</p> |  <p>FOCUSSED CONCENTRATES PRECISE HAS STICKABILITY</p> |
|  <p>TEAM PLAYER SHARES COOPERATES COLLABORATES</p> |  <p>BRAVE CONFIDENT TAKES RISKS ACCEPTS MISTAKES</p> |  <p>PROUD PRESENTABLE SEEKS BEAUTY FINDS JOY</p> |  <p>SELF AWARE EMPATHETIC EMOTIONAL STRONG</p> |

Jigsaw's complimentary updates ensure we are always using the most up to date teaching materials and that our teachers are well-supported.

It is aligned to the PSHE Association Programmes of Study for PSHE and also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

RSE

We include the statutory Relationships and Health Education within our whole-school PSHE Programme. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements and can be found at APPENDIX A.

What do we teach when and who teaches it?

Jigsaw covers all areas of PSHE for the EYFS & KS1 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. Part of 'All about me' topic where we introduce / re-introduce the Learning Buddies and the idea that mistakes are to be celebrated as they are the way we learn. |
| Autumn 2 | Celebrating Difference | Includes anti-bullying and understanding others |
| 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 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 Springfield Infant School & Nursery we allocate a thirty minute session to the Jigsaw programme each week, plus additional 'Calm me' sessions after lunch each day 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, praise and reward system, school council, Learning Buddies work, 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.

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover:

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

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

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.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco*
- Health and prevention
- Basic First Aid*
- Changing adolescent body*

** not covered in Key Stage 1*

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

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.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

At Springfield Infant School & Nursery we will enable all children to:

- develop confidence in talking, listening and thinking about feelings and relationships
- name parts of the body and describe how their bodies work
- protect themselves and ask for help and support
- develop happy, secure, respectful and appropriate relationships both online and in the real world

so they have secure foundations to be able to learn about puberty and human reproduction in Key Stage 2.

These aims are met through our Jigsaw 'Changing Me' unit and the Science Curriculum teaching which covers the following areas:

- that animals including humans, move, feed, grow, use their senses and reproduce
- to recognise and compare the main external parts of the bodies of humans
- that humans and animals can produce offspring and these grow into adults
- to recognise similarities and differences between themselves and others and treat others with sensitivity

Therefore, we believe the parent right to withdraw their child is not applicable. We are of course happy to discuss the content of the curriculum and invite you to contact Miss Linge or Mrs Beckinsale should you wish to know more.

Equality

This policy will support the development of the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics..."

At Springfield Infant School & Nursery 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.

Safeguarding

The nature of PSHE & RSE teaching, which brings an understanding of what is and is not acceptable in a relationship, may mean that children may begin to discuss issues which require further exploration under our Safeguarding duties.

Staff will follow our Safeguarding Policy and report any concerns to the Designated Safeguarding Lead promptly should they be concerned about any information shared during these sessions.

Monitoring and Review

The local governing committee will review this policy on an annual basis. The Committee will give serious consideration to any comments from parents about the PSHE (RSHE) programme, and will make a record of all such comments. Governors will scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Jigsaw RE

At Springfield Infant School and Nursery we also use Jigsaw RE. This compliments the teaching that is learnt through the PSHE, RSE curriculum and promotes kindness and tolerance. It supports learning to understand and accept that different people have different beliefs and ideas. It promotes awareness of the community they live in and wider issues such as deforestation, pollution, floods, poverty and climate change. This ensures our young learners have a rounded understanding of the world they live in and develop a beginning acknowledgement that they have the power to impact upon their future.

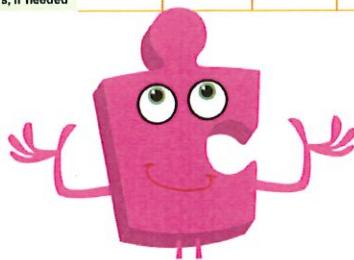
APPENDIX A



| Relationships Education By the end of Primary pupils should know: | Year 1 - Ages 5-6 | | | | | | Year 2 - Ages 6-7 | | | | | |
|--|----------------------|------------------------|------------------|------------|---------------|-------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Families and the people who care for me (R1) that families are important for children growing up because they can give love, security and stability (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives (R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up (R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (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 | | | | | 1 | 1 | | | | | 1 | |
| | | | | | 1 | | | | | | 1 | |
| | | | | | 1 | | | | | | 1 | |
| | | | | | 1 | | | | | | 1 | |
| | | | | | | | | | | | 1 | |
| | | | | | | 6 | | | | | 1,4 | |



| Relationships Education By the end of Primary pupils should know: | Year 1 - Ages 5-6 | | | | | | Year 2 - Ages 6-7 | | | | | |
|---|----------------------|------------------------|------------------|------------|---------------|-------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Caring friendships (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 or advice from others, if needed | 2 | 5 | | | 2 | | | 6 | | | 3 | |
| | | 5 | | | 2 | | | 6 | | | 6 | |
| | 3 | 5 | | | 2,5 | | | 5 | | | 3 | |
| | | 5 | | | 2,5 | | | 6 | | | 3 | |
| | | 5 | | | 2,4,5 | | | 4 | | | 5 | |





| Relationships Education By the end of Primary pupils should know: | | Year 1 - Ages 5-6 | | | | | Year 2 - Ages 6-7 | | | | | | |
|--|--|----------------------|------------------------|------------------|------------|---------------|-------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Respectful relationships | (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 | 3,6 | 1,2,6 | 3 | | 2,6 | | 2-6 | 5,6 | 3 | | 3,5 | |
| | (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships | | 5 | | | 6 | | 5,6 | 4,5 | 3,4 | | 5 | |
| | (R14) the conventions of courtesy and manners | 2,3 | | | | 3 | | 2-6 | 4,5 | 3-6 | | | |
| | (R15) the importance of self-respect and how this links to their own happiness | | | | 6 | 5 | 5 | 3,4 | | 2 | | | 5 |
| | (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 | 3,6 | 1,2 | 3 | | 4,6 | | 2-4 | 4-6 | 3-6 | | 2-5 | |
| | (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 | | 3,4 | | | | | | 3 | | | | |
| | (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive | | | | | | | | 1,2 | | | | |
| | (R19) the importance of permission-seeking and giving in relationships with friends, peers and adults | | 5 | | | 3,4 | 4 | 2 | 4,5 | 4-6 | | 2,4 | 5 |



| Relationships Education By the end of Primary pupils should know: | | Year 1 - Ages 5-6 | | | | | Year 2 - Ages 6-7 | | | | | |
|--|--|----------------------|------------------------|------------------|------------------------------|------------------------------|-------------------|----------------------|------------------------|------------------|------------|---------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships |
| Online relationships | (R20) that people sometimes behave differently online, including by pretending to be someone they are not | | | | | Additional lesson on website | | 4 | | | 4 | |
| | (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 | | | | Additional lesson on website | | | 3 | | | | |
| | (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them | | | | Additional lesson on website | | | 3 | | | 4 | |
| | (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met | | | | Additional lesson on website | | | | | | | |
| | (R24) how information and data is shared and used online | | | | | | | | | | | |



| Relationships Education By the end of Primary pupils should know: | | Year 1 - Ages 5-6 | | | | | Year 2 - Ages 6-7 | | | | | | |
|--|--|----------------------|------------------------|------------------|------------|---------------|-------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Being safe | (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) | | 5 | | | 3,5 | 4 | 2 | 4,5 | | | 2 | 5 |
| | (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 | | | | | 3 | 4 | | | | | 4 | 4,5 |
| | (R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact | | | | | 3 | 4 | | | | | 2 | 4 |
| | (R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know | | | | | 3,4 | | | | | | 2 | |
| | (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult | | 3,4 | | | | 4 | | | | | 2 | 4,5 |
| | (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard | | | 5 | | 5 | | | 4 | 2 | | 2 | 5 |
| | (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so | | 4 | | | | | | 4 | | | 4,5 | 5 |
| | (R32) where to get advice e.g. family, school and/or other sources | | 4 | | | 4 | 6 | 2 | 4 | | | 2,4 | 5 |



| Physical Health and Mental Wellbeing By the end of Primary pupils should know: | | Year 1 - Ages 5-6 | | | | | Year 2 - Ages 6-7 | | | | | | |
|---|--|----------------------|------------------------|------------------|------------|---------------|-------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Mental wellbeing | (H1) that mental wellbeing is a normal part of daily life, in the same way as physical health | | | | 1,2 | | | | | | 2 | | |
| | (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 | 4 | 6 | 1 | 1 | 6 | 6 | 1 | 1,5,6 | 1,5 | 2 | 4-6 | 6 |
| | (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 | 4 | 6 | 6 | 2 | 5 | 6 | 1 | 1,5,6 | 1,5 | 2 | 4-6 | 6 |
| | (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate | 5 | | 5 | | | 2 | | 4 | 6 | | | |
| | (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness | | | | 1,2,6 | | | | | | 1,2,4-6 | | |
| | (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests | | | | 1-6 | 5,6 | | | | | 1-6 | | |
| | (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 | 1 | 3,4 | | | | | | 5 | | | | |
| | (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing | | 3,4 | | | | | | 3 | | | | |
| | (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 wellbeing or ability to control their emotions (including issues arising online) | | 4 | | | 4 | | | 4 | | | | |
| | (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 | | | | | | | | | | | | |



| Physical Health and Mental Wellbeing | Year 1 - Ages 5-6 | | | | | | Year 2 - Ages 6-7 | | | | | |
|---|--|------------------------|------------------|------------|---------------|-------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| By the end of Primary pupils should know: | | | | | | | | | | | | |
| Internet safety and harms | (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 | | | | | | | | | 2 | | |
| | (H13) 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 | | | | | | | 3 | | | | |
| | (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 | | | | | | | 3 | | | 3 | |
| | (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 | | | | | | | 4 | | | | |



| Physical Health and Mental Wellbeing | Year 1 - Ages 5-6 | | | | | | Year 2 - Ages 6-7 | | | | | |
|---|---|------------------------|------------------|------------|---------------|-------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| By the end of Primary pupils should know: | | | | | | | | | | | | |
| Physical health and fitness | (H18) the characteristics and mental and physical benefits of an active lifestyle | | | 1-6 | | | | | | 1-3, 5,6 | | |
| | (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 | | | 1,2 | | | | | | 1,2 | | |
| | (H20) the risks associated with an inactive lifestyle (including obesity) | | | | | | | | | 1,6 | | |
| | (H21) how and when to seek support including which adults to speak to in school if they are worried about their health | | | | 5 | | | | | | 3 | |

| Physical Health and Mental Wellbeing | Year 1 - Ages 5-6 | | | | | | Year 2 - Ages 6-7 | | | | | |
|---|---|------------------------|------------------|------------|---------------|-------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| By the end of Primary pupils should know: | | | | | | | | | | | | |
| Healthy eating | (H22) what constitutes a healthy diet (including understanding calories and other nutritional content) | | | 2 | | | | | | 4,5 | | |
| | (H23) the principles of planning and preparing a range of healthy meals | | | 2 | | | | | | 4,5 | | |
| | (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) | | | 6 | | | | | | 4,5 | | |



| Physical Health and Mental Wellbeing By the end of Primary pupils should know: | | Year 1 - Ages 5-6 | | | | | Year 2 - Ages 6-7 | | | | | |
|---|---|----------------------|------------------------|------------------|------------|---------------|-------------------|----------------------|------------------------|------------------|------------|---------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships |
| Drugs, alcohol and tobacco | (H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking | | | | 4 | | | | | 3 | | |

| Physical Health and Mental Wellbeing By the end of Primary pupils should know: | | Year 1 - Ages 5-6 | | | | | Year 2 - Ages 6-7 | | | | | |
|---|---|----------------------|------------------------|------------------|---|---------------|-------------------|----------------------|------------------------|---|------------|---------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships |
| Health and prevention | (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 | | | | Additional lesson on website (suitable for KS1) | | | | | Additional lesson on website (suitable for KS1) | | |
| | (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 | | | | 1,2 | | | | | 2 | | |
| | (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 | | | | 3,6 | | | | | | | |
| | (H31) the facts and science relating to allergies, immunisation and vaccination | | | | | | | | | | | |



| Physical Health and Mental Wellbeing By the end of Primary pupils should know: | | Year 1 - Ages 5-6 | | | | | Year 2 - Ages 6-7 | | | | | |
|---|--|----------------------|------------------------|------------------|------------|---------------|-------------------|----------------------|------------------------|------------------|------------|---------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships |
| Basic first aid | (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 | | | | | | | | | | | |

| Physical Health and Mental Wellbeing By the end of Primary pupils should know: | | Year 1 - Ages 5-6 | | | | | Year 2 - Ages 6-7 | | | | | |
|---|---|----------------------|------------------------|------------------|------------|---------------|-------------------|----------------------|------------------------|------------------|------------|---------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships |
| Changing adolescent body | (H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes | | | | | 4 | | | | | | 3,4 |
| | (H35) about menstrual wellbeing including the key facts about the menstrual cycle | | | | | | | | | | | |

