

Griffin Park Primary School



Personal, Social, Health and Economic (PSHE) and Relationship Education

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Ratified by Governors	
Date for Review	May 2025
Signed – Chair of Governors	Trevor Anderton
Signed – Headteacher	Catherine Clayton-Young

This policy has been impact assessed by Mrs. Schofield in order to ensure that it does not have an adverse effect on race, gender or disability equality.

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This policy covers our school's approach to statutory guidance on Health and Relationship Education (PSHE) and all non-statutory elements of PSHE. It will be available for any person to read and parents will be informed of the updated version of the policy in relation to the changes in legislation and the statutory requirements now needing to be filed. It will be reviewed on a regular basis (every year) to ensure that it reflects the attitudes and belief of the school population and remains up to date with both current guidance from Government and the DfES but also remains relevant to the experiences of our pupils.

We acknowledge that in order for children to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help. As part of the Education Act 2002, all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities.

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. This must include clear, impartial scientific and factual information on matters.

1. Aims

Griffin Park aims to prepare our pupils for their future through the delivery of a comprehensive RSHE programme.

The aims of PSHE and Relationships Education at our school are to:

- Provide a framework in which sensitive discussions can take place
 - Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
 - Help pupils develop feelings of self-respect, confidence and empathy
 - Create a positive culture around issues of sexuality and relationships
 - Teach pupils the correct vocabulary to describe themselves and their bodies
 - Develop spiritually, morally, socially and culturally
 - Know and understand what constitutes a healthy lifestyle
 - Be aware of safety issues, including the dangers of drugs and alcohol
 - Understand what makes for good relationships with others
 - Understand and manage their emotions
 - Value themselves and respect others
 - Acknowledge and appreciate difference and diversity
 - Be independent and responsible members of the school and local community
 - Be positive and active members of a democratic society
 - Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
 - Safeguard the environment
 - Develop good relationships with other members of the school and wider community

2. Statutory requirements

We recognise that as a school we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under [sections 34 & 35 of the Children and Social work act 2017.](#), to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Griffin Park we teach PSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the PSHE coordinator reviewed all relevant information including current national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were given the opportunity to look at the policy and ask questions.
4. Pupil consultation – we investigated what exactly pupils want from their RSHE through the use of pupil consultations.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

Relationship Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

Health Education is about physical health and mental wellbeing, and involves giving pupils the information they need to make good decisions about their own health and well-being.

5. Curriculum

At Griffin Park Primary school we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in Appendix 3. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. The school council are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

Our PSHE subject lead, Rebecca Schofield works in conjunction with teaching staff in each year group and the phase leads (EYFS, KS1 and KS2) and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 3.

The Foundation Stage

At Griffin Park, in the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

6. Delivery of RSHE

PSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of PSHE are taught within the science curriculum, and other aspects are included in religious education (RE), in Computing (e.g. E-safety) and across the PE curriculum.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships.

PSHE and Relationships Education is split across 6 half termly units which incorporate all aspects of the curriculum and cover as statutory elements. These are:

- Me and My Relationships
- Valuing Difference
- Keeping safe
- Rights and Respect
- Being my Best
- Growing and Changing

For more information about our PSHE curriculum, see Appendices 3 and 4.

These 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, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. They are taught 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 teach PSHE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with special educational needs and apply sensitivity in respect of the needs of all individuals.

At Griffin Park a range of teaching and learning styles is adopted, dependent on the makeup of the year group and the content being taught. Emphasis is placed on active learning, involving the children in discussions, investigations and problem solving activities.

The school encourages children to take part in a range of practical activities that promote active citizenship, such as charity fundraising eg. Macmillan Coffee mornings, Children in Need and Red Nose Day, sponsored events or occasions such as non-uniform day to raise money for other groups or organisations and Harvest Festival to distribute food to the local Foodbank. Griffin Park also holds special days to welcome parents, grandparents and other relatives into school, as well as singing at a local old people's home. We hold an annual Activity Week which supports the PSHE curriculum

Class rules are negotiated and displayed and classes organised to enable and encourage participation in discussions for the resolution of conflicts.

We offer our pupils the opportunity to learn from visiting speakers, such as the emergency services and school nurses, whom we invite to talk about their roles and how we can help support the local community.

7. Roles and responsibilities

7.1 The governing board

The governing board will hold the head teacher to account for the implementation of this policy. The governing board has delegated the approval of this policy to the Curriculum Committee.

7.2 The head teacher

The head teacher is responsible for ensuring that RSHE is taught consistently across the school.

7.3 Staff

Staff are responsible for

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching PSHE. Staff who have concerns about teaching PSHE are encouraged to discuss this with the head teacher. All class teachers at Griffin Park are responsible for teaching PSHE.

7.4 Pupils

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

8. Menstruation

We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a school we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period, especially children whose family may not be able to afford or will not provide sanitary products.

We recognise that period poverty exists in the UK and that some children are forced to avoid attending school if they are on their period, when they are unable to manage it sensitively. We do not want that to be the case in our school and will make every reasonable effort to support children to access their education and enjoy school.

Puberty is occurring earlier than ever before, and it is now not uncommon for children to start their periods whilst in primary school even in year 4. For this reason we may puberty lessons to all

children starting from year 4, 5 & 6.

As part of these lessons all children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically, and sensitively.

During lessons where puberty and menstruation are discussed, we will take the opportunity to highlight the location of sanitary bins available in school, and how these are to be used.

In school we have a menstruation kit available which contains sanitary products. Children will be made aware of where these are kept and how they can be accessed through designated members of staff, including lunchtime supervisors.

9. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships and health education. At Griffin Park we do not provide any sex education in addition to that which is covered in the statutory science curriculum and the statutory components of sex education within PSHE.

10. Training

Staff are trained on the delivery of PSHE and it is included in our continuing professional development calendar.

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

11. Safeguarding

When teaching any sensitive topic, such as PSHE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures.

All members of staff who deliver any of our Relationship Education Programme, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern. It is our practice to review safeguarding procedures in team meetings before the programme is delivered.

Furthermore, if relevant, there may be conversations around protecting and supporting children for whom some of this work may make them vulnerable due to previous safeguarding concerns, past child protection investigations, ongoing concerns or changes in family or living situations if these may be triggered by scenarios or topics in their planned lessons.

We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, this type of work, whilst it may be sensitive, there may be needs to adapt the programme or offer additional support. It is also a protective factor in preventing further abuse, to help them make sense of their experiences and essential to help them develop skills and resilience to keep them safe in future.

12. Monitoring arrangements

The delivery of PSHE is monitored by Rebecca Schofield, RPSHE coordinator, through planning and work scrutiny, learning walks and observations, pupil conferences and drop-ins.

Pupils' development in PSHE is monitored by class teachers as part of our internal assessment systems. Teachers assess work in PSHE by making formal and informal judgements through observation in lessons and discussions with the children, and where appropriate from children's records of their work. Judgements are reported to parents at the end of each academic year in the pupil's annual written report.

This policy will be reviewed by Rebecca Schofield, PSHE coordinator, annually. At every review, the policy will be approved by the Curriculum Committee.

Approved by:		Date: 31/05/24
Last reviewed on:	May 2024	
Next review due by:	May 2025	

Appendix 1 Drugs

The World Health Organisation classes a drug as, “*a substance which on entering the body, changes the way the body functions.*”

The following list constitutes the model which the majority of organisations follow:

- Any prescribed medication used by someone it is **not prescribed to**
- Amphetamines
- Alcohol
- Cannabis
- Cocaine / crack
- Cigarettes / tobacco
- DMT
- GHB
- Herbal highs
- LSD (acid)
- MDMA (ecstasy)
- Methadone
- Nitrates (poppers)
- Opiates (heroin)
- Psilocybin (magic mushrooms)
- Solvents (gas, glue, volatile substances)
- Tranquilisers
- Qat

Not all the drugs listed above are illegal. Alcohol and cigarettes are drugs, and as such, should be thought of in the same way as illicit drugs for the purpose of drug education

Aims of drug education

- Increase the awareness of pupils
- Increase the knowledge of pupils, changing their attitudes towards drugs through factual and age appropriate information and empowerment
- Consistency of information throughout all schools. Young people mix and educate themselves by talking to each other. If schools are all saying the same thing, the right information **should** get through
- Influencing pupil behaviour eg extending the age of first use of any drug
- Minimise the number of children that ever try drugs
- Minimise the adoption of dangerous drug use practices ie injecting
- Through education persuade current users to stop or reduce drug use, harmful using practices or seek help
- Challenging stereotypes

Good practice in drug education

- The needs of the pupil should be paramount in all that is done
- All information should be age, gender and ethnic appropriate
- Information needs to be updated regularly
- A wide range of teaching methods should be deployed. Drug education should be a once a year subject or delivered through the science curriculum
- All staff should be well trained and feel supported in all they do
- Staff must take a non-judgemental attitude
- Scope for the involvement of pupils, parents, governors and staff in devising education programme
- Agreement of consistency of information and attitude in school from all staff
- Involvement of outside organisations for support, if needed
- Making pupils aware of support agencies they can contact confidentially if they want or need

If a pupil discloses something about drugs in class

- Set ground rules before the lesson starts ie using correct names for drugs, no personal remarks and no one expected to answer personal questions
- If an answer to a question is unknown, tell the pupil you will find the answer
- Make sure factual information is used when challenging, as this can be backed up
- If subject is inappropriate for rest of class, arrange to speak with individual separately to verify truth. Offer relevant help if needed at this time.
- Record everything on a monitoring sheet

Appendix 2 Extremism and radicalisation

PREVENT strategy

“The main aim of Prevent must be to prevent people from becoming terrorists or supporting terrorism. That will also require challenge to extremist ideologies which can be made to justify terrorism and intervention with some extremists who are moving into terrorism. Prevent is part of the Government’s much larger toolkit designed to challenge extremism, extremist groups and terrorism.” (Prevent Strategy document)

The Prevent duty became law in 2015, and is a duty on all schools and registered early years’ providers to have due regard to preventing people being drawn into terrorism. In order to protect children in our care, we must be alert to **any** reason for concern in the child’s life at home or elsewhere. As a school we refer to the strategy for guidance on preventing violent extremism and for the purposes of this section of the policy in the definition of radical or extreme ideology is “a set of ideas which could justify vilification or violence against individuals, groups of self”.

Aims of education on extremism and radicalization

- To ensure all staff understand the risks of radicalisation within our school and how this risk may change from time to time
- To ensure staff are aware of Prevent Strategy and are able to protect children who are vulnerable or may be at risk of being radicalised
- Whilst following the Prevent Strategy the school also maintains its mission for diversity to be a core part of all that it does. Griffin Park places a strong emphasis on the common values that all communities share, such as self-respect, understanding, tolerance and the sanctity of life. Pupils are taught to respect and value diversity as well as understanding how to make safe, well-informed decisions.

Vulnerability to radicalisation or extreme points of view from the internet

- The school recognises its duty to protect our pupils from indoctrination into any form of extreme ideology, which may lead to the harm of self or others. This is particularly important because of the electronic information available through the internet. Griffin Park will therefore aim to
- Educate pupils on the appropriate use of social media and the dangers of downloading and sharing inappropriate material including that which is illegal under the Counter-Terrorism Act
- Ensure pupils are unable to access any inappropriate internet sites whilst using school computers / laptops through the use of appropriate filtering, firewalls and security settings
- Educate pupils through lessons and assemblies on concepts of radicalisation and extreme ideology
 - Inform pupils on importance of internet safety through both PSHE and computing curriculum.

Curriculum overview for PSHE and RE at Griffin Park Primary School

Appendix 3



PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes
(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

- Highlighted areas are covered in the Computing curriculum in e-safety.

Appendix 4

Families and people who care for me (FPC)	<ol style="list-style-type: none">1. that families are important for children growing up because they can give love, security and stability.2. 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.3. 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.4. 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.5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships (CF)	<ol style="list-style-type: none">1. how important friendships are in making us feel happy and secure, and how people choose and make friends.2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.4. 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.5. 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.
Respectful relationships (RR)	<ol style="list-style-type: none">1. 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.2. practical steps they can take in a range of different contexts to improve or support respectful relationships.3. the conventions of courtesy and manners.4. the importance of self-respect and how this links to their own happiness.5. 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.6. 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.7. what a stereotype is, and how stereotypes can be unfair, negative or destructive.8. the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships (OR)	<ol style="list-style-type: none">1. that people sometimes behave differently online, including by pretending to be someone they are not.2. 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.3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.5. how information and data is shared and used online.

Being safe (BS)	<ol style="list-style-type: none"> 1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 2. 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. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 5. how to recognise and report feelings of being unsafe or feeling bad about any adult. 6. how to ask for advice or help for themselves or others, and to keep trying until they are heard, 7. how to report concerns or abuse, and the vocabulary and confidence needed to do so. 8. where to get advice e.g. family, school and/or other sources.
Mental wellbeing (MW)	<ol style="list-style-type: none"> 1. that mental wellbeing is a normal part of daily life, in the same way as physical health. 2. 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. 3. 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. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 9. 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). 10. 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 (ISH)	<ol style="list-style-type: none"> 1. that for most people the internet is an integral part of life and has many benefits. 2. 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. 3. 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. 4. why social media, some computer games and online gaming, for example, are age restricted. 5. 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. 6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 7. where and how to report concerns and get support with issues online.
Physical health and fitness (PHF)	<ol style="list-style-type: none"> 1. the characteristics and mental and physical benefits of an active lifestyle. 2. 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. 3. the risks associated with an inactive lifestyle (including obesity). 4. how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating (HE)	<ol style="list-style-type: none"> 1. what constitutes a healthy diet (including understanding calories and other nutritional content). 2. the principles of planning and preparing a range of healthy meals. 3. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco (DAT)	<ol style="list-style-type: none"> 1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention (HP)	<ol style="list-style-type: none"> 1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. 6. the facts and science relating to allergies, immunisation and vaccination.
Basic first aid (BFA)	<ol style="list-style-type: none"> 1. how to make a clear and efficient call to emergency services if necessary. 2. concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body (CAB)	<ol style="list-style-type: none"> 1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 2. about menstrual wellbeing including the key facts about the menstrual cycle.

