



MacIntyre
Academies

Quest Academy

PSHE and Citizenship Education and RSHE policy

Procedures Created	Procedures Reviewed	Procedures Reviewed	Procedures Reviewed	Procedures Reviewed
Autumn 2019	Autumn 2021	Autumn 2022	Autumn 2023	
CED	JH	JH	JH	





Personal, Social, Health Education and Relationships Sex and Health

Name of school	Quest Academy
Date of policy	03/08/23
Member of staff responsible	James Horne
Review date	01/09/23

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, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

This policy meets the requirements that schools publish a Relationships and Sex Education policy and does this within the wider context of Personal, Social and Health Education. (Schools which use this policy template do NOT require a separate RSE Policy.)

PSHE

At Quest Academy, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects evaluated 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.

Statutory Relationships and Health Education

"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 and secondary education...They also make Health Education compulsory in all schools except

independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools.”

DfE Guidance p.8

“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.”

“This is why we have made Relationships Education compulsory in all primary schools in England. On top of, Relationships and Sex Education being compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, 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. At secondary, teaching will build on the knowledge acquired at primary and secondary develop further pupils’ understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

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

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to children’s needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, [jigsaw-3-11-and-rshe-overview-map.pdf \(windows.net\)](#), shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance) [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline) [Respectful School Communities Self-Review and Signposting Tool \(educateagainsthate.com\)](#)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils) [Behaviour in schools - GOV.UK \(www.gov.uk\)](#)
- [Equality Act 2010 and schools](#) [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance) [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#)
- [Alternative Provision](#) (statutory guidance) [Alternative provision - GOV.UK \(www.gov.uk\)](#)
- [Mental Health and Behaviour in Schools](#) (advice for schools) [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](#)
- Social, emotional and mental wellbeing in primary and secondary education. (NICE guidance) [Overview | Social, emotional and mental wellbeing in primary and secondary education | Guidance | NICE](#)
- Promoting and supporting mental health and wellbeing in schools and colleges (guidance for schools and colleges) [Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK \(www.gov.uk\)](#)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying) [Preventing bullying - GOV.UK \(www.gov.uk\)](#)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts) [Advice and guidance | Equality and Human Rights Commission \(equalityhumanrights.com\)](#)
- [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) [Promoting fundamental British values through SMSC - GOV.UK \(www.gov.uk\)](#)
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development). [Regulating independent schools - GOV.UK \(www.gov.uk\)](#)

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE. [pshe-association-programme-of-study-2020-map.pdf](#)

What do we teach when and who teaches it?

Whole-school approach

Jigsaw covers all areas of PSHE for the primary and secondary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Quest Academy we allocate **1 or 2 lessons** to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

The School Morning powerpoint, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes.

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', and 'Being safe'.

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

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

What does the DfE statutory guidance on Relationships Education expect young people to know by the time they leave secondary school?

RSE in secondary schools will cover 'Families', 'Respectful relationships including friendships', 'Online and media', 'Being safe' and 'Intimate sexual relationships, including sexual health'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document, 'Jigsaw 11-16 and Statutory RSE and Health Education'.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, the Changing Me Puzzle covers much of the Sex Education and the Healthy Me Puzzle covers much of the Health Education, some of the outcomes are also taught elsewhere in Jigsaw. 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'.

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

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

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

What does the DfE statutory guidance on Health Education expect young people to know by the time they leave secondary school?

Health Education in secondary 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'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document, 'Jigsaw 11-16 and Statutory RSE and Health Education'.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw, e.g. emotional and mental health is nurtured every lesson through mindfulness practice and respect is enhanced through the use of the Jigsaw Charter.

Again, the mapping document shows transparently how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Sex Education

Primary

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.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At Quest Academy, we believe children should understand the facts about human reproduction to make sure all learners have the knowledge to know how to keep themselves and others safe. Therefore, at Quest we have implemented a spirals relationships and sex education program that ensures a broad coverage of topics that will best prepare learners to make the right choices in their future.

We define Sex Education as understanding human reproduction.

We intend to teach this through our PSHE curriculum through the changing me topic in the Summer term.

Secondary:

The DfE Guidance 2019 integrates Relationships and Sex Education at secondary school level.

Most of the DfE outcomes relating to Sex Education sit within the 'Intimate and sexual relationships, including sexual health' section of the guidance and include aspects like:

- the facts about reproductive health...
- the facts about the full range of contraceptive choices ...
- how the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted...

- how to get further advice...
- consent and the law

DfE Guidance page29.

At Quest Academy we agree with the Sex Education Forum definition of Sex Education (as above).

The Jigsaw PSHE Programme also reflects this, making it possible for us to identify which lessons specifically address these aspects of learning, thereby making it straightforward for us to communicate this to parents/carers in relation to their right to request to withdraw their children from Sex Education.

Parents' right to request their child be excused from Sex Education

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

... except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those Terms".

At Quest Academy, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit). See appendix pages for Changing Me topics of coverage.

Monitoring and Review

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Equality

This policy will inform 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 the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools

are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum”.

At Quest Academy we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

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

‘Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?’

Policy Review

This policy is reviewed annually.

	Signed Headteacher	Signed Chair of Governors
Date of review:		
Date of next review:		

Jigsaw PSHE supplementary documents needed to explain this policy:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document) [jigsaw-3-11-and-rshe-overview-map.pdf \(windows.net\)](#)
- Including and valuing all children. What does Jigsaw teach about LGBT+ relationships? [rshe-a-guide-for-parents-and-carers-leaflet-2020.pdf \(windows.net\)](#)
- Jigsaw 11-16 and statutory RSE and Health Education (mapping document)



Relationships Education in Primary schools (Appendix) – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

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

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<ul style="list-style-type: none"> • R1 that families are important for children growing up because they can give love, security and stability. • R2 the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • R3 that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • R4 that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World

Caring friendships	<ul style="list-style-type: none"> • R7 how important friendships are in making us feel happy and secure, and how people choose and make friends • R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded • R10 that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Being Me in My World • Celebrating Difference • Relationships
Respectful relationships	<ul style="list-style-type: none"> • R12 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • R13 practical steps they can take in a range of different contexts to improve or support respectful relationships • R14 the conventions of courtesy and manners • R15 the importance of self-respect and how this links to their own happiness • R16 that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • R17 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive • R19 the importance of permission-seeking and giving in relationships with friends, peers and adults 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Being Me in My World • Celebrating Difference • Dreams and Goals • Healthy Me • Relationships • Changing Me
Online relationships	<ul style="list-style-type: none"> • R20 that people sometimes behave differently online, including by pretending to be someone they are not. • R21 that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships

	<ul style="list-style-type: none"> • R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • R24 how information and data is shared and used online. 	<ul style="list-style-type: none"> • Changing Me • Celebrating Difference
Being safe	<ul style="list-style-type: none"> • R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • R26 about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. • R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, • R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. • R32 where to get advice e.g. family, school and/or other sources. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	<ul style="list-style-type: none"> • H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. • H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference

	<ul style="list-style-type: none"> • H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	
Internet safety and harms	<ul style="list-style-type: none"> • H11 that for most people the internet is an integral part of life and has many benefits. • H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • H14 why social media, some computer games and online gaming, for example, are age restricted. • H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • H17 where and how to report concerns and get support with issues online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me
Physical health and fitness	<ul style="list-style-type: none"> • H18 the characteristics and mental and physical benefits of an active lifestyle. • H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • H20 the risks associated with an inactive lifestyle (including obesity). • H21 how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Healthy eating	<ul style="list-style-type: none"> • H22 what constitutes a healthy diet (including understanding calories and other nutritional content). 	<p>All of these aspects are covered in lessons within the Puzzles</p>

	<ul style="list-style-type: none"> • H23 the principles of planning and preparing a range of healthy meals. • H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<ul style="list-style-type: none"> • Healthy Me
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Health and prevention	<ul style="list-style-type: none"> • H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • H31 the facts and science relating to immunisation and vaccination 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Basic first aid	<ul style="list-style-type: none"> • H32 how to make a clear and efficient call to emergency services if necessary. • H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Changing adolescent body	<ul style="list-style-type: none"> • H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • H35 about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Changing Me • Healthy Me

	Date	AF (YR 6)	FL (YR5)	RP (YR 7)	HK (YR7)	WC (Yr7)	AE (YR8)	WS (YR8)
Being me in my world	Aut 1 week 1	My year ahead	Becoming a class team	Who am I?	Who am I?	Who am I?	Who am I?	Who am I?
	Aut 1 Week 2	Being a global citizen	Becoming a class citizen	My influences	My influences	My influences	My family	My family
	Aut 1 Week 3	Being a global citizen	Rights, responsibility and democracy	Peer pressure and belonging	Peer pressure and belonging	Peer pressure and belonging	Family factors	Family factors
	Aut 1 Week 4	The learning charter	Rewards and consequences	Healthy me	Healthy me	Healthy me	The power of first impressions	The power of first impressions
	Aut 1 Week 5	Our learning charter	Our learning charter	My online identity	My online identity	My online identity	Faith and beliefs	Faith and beliefs
	Aut 1 Week 6	Owning our learning charter	Owning our learning charter	What are the consequences of what I say and do online?	What are the consequences of what I say and do online?	What are the consequences of what I say and do online?	Targeted	Targeted
	Aut 1 Week 7	Targeted	Targeted	Targeted	Targeted	Targeted	Targeted	Targeted
	Aut 1 Week 8	Assessment	Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
Celebrating difference	Aut 2 Week 1	Am I normal?	Judging by appearance	Prejudice and discrimination	Prejudice and discrimination	Prejudice and discrimination	Prejudice and discrimination	Prejudice and discrimination
	Aut 2 Week 2	Understanding difference	Understanding influences	True or false	True or false	True or false	Inequality	Inequality
	Aut 2 Week 3	Power struggles	Understanding bullying	Challenging stereotypes	Challenging stereotypes	Challenging stereotypes	When things go right	When things go right
	Aut 12 Week 4	Why bully?	Problem solving	Discrimination at school	Discrimination at school	Discrimination at school	Bullying	Bullying
	Aut 2 Week 5	Celebrating difference	Special me	Bullying	Bullying	Bullying	How I can make a difference	How I can make a difference
	Aut 2 Week 6	Celebrating difference	Celebrating difference: How we look	Targeted	Targeted	Targeted	Targeted	Targeted
	Aut 2 Week 7	Targeted	Targeted	Assessment	Assessment	Assessment	Assessment	Assessment
Dreams and goals	Spr 1 week 1	Personal learning goals	Hopes and dreams	What are my dreams and goals?	What are my dreams and goals?	What are my dreams and goals?	Your goals – long term	Your goals – long term
	Spr 1 Week 2	Steps to success	Broken dreams	Achieving my dreams and goals	Achieving my dreams and goals	Achieving my dreams and goals	What money can't buy	What money can't buy

	Spr 1 Week 3	My dreams for the world	Overcoming disappointment	Coping strategies	Coping strategies	Coping strategies	Online safety	Online safety
	Spr 1 Week 4	Helping to make a difference	Creating dreams	How responsible and irresponsible choices affect my dreams and goals	How responsible and irresponsible choices affect my dreams and goals	How responsible and irresponsible choices affect my dreams and goals	Money and earnings	Money and earnings
	Spr 1 Week 5	Recognising our achievements	Achieving dreams We did it	How an irrespirable choice can affect a person's dreams and goals	How an irrespirable choice can affect a person's dreams and goals	How an irrespirable choice can affect a person's dreams and goals	The price of life	The price of life
Healthy me	Spr 2 Week 1	Taking responsibility for my health and wellbeing	My friends and me	How to recognise anxiety and stress	How to recognise anxiety and stress	How to recognise anxiety and stress	Me and my health	Me and my health
	Spr 2 Week 2	Drugs	Group dynamics	Healthy choices on managing stress	Healthy choices on managing stress	Healthy choices on managing stress	Healthy choices on managing stress	Healthy choices on managing stress
	Spr 2 Week 3	Exploitation	Smoking	Healthy choices on substances	Healthy choices on substances	Healthy choices on substances	Healthy choices substances	Healthy choices substances
	Spr 2 Week 4	Gangs	Alcohol	Healthy lifestyle choices: nutrition, exercise and sleep	Healthy lifestyle choices: nutrition, exercise and sleep	Healthy lifestyle choices: nutrition, exercise and sleep	Substance misuse and exploitation	Substance misuse and exploitation
	Spr 2 Week 5	Emotional and mental health Managing stress and pressure	Healthy friendships Celebrating my inner strength and assertiveness	Healthy choices: medicines and immunisation	Healthy choices: medicines and immunisation	Healthy choices: medicines and immunisation	Healthy choices on medicines and immunisation.	Healthy choices on medicines and immunisation.
Relationships	Sum1 Week 1	What is mental health	Jealousy	Positive qualities of healthy relationships	Positive qualities of healthy relationships	Positive qualities of healthy relationships	Being in control of myself	Being in control of myself
	Sum1 Week 2	My mental health	Love and loss	My changing supportive relationships	My changing supportive relationships	My changing supportive relationships	Being in control of relationships	Being in control of relationships
	Sum1 Week 3	Love ad loss	Memories	Getting on and falling out	Getting on and falling out	Getting on and falling out	Being in control of personal space	Being in control of personal space
	Sum1 Week 4	Power and control	Getting on and falling out	Discerning external factors in relationships	Discerning external factors in relationships	Discerning external factors in relationships	Managing control and coercion in relationships	Managing control and coercion in relationships
	Sum1 Week 5	Being online: Real or fake	Girlfriends and boyfriends	Assertiveness in relationships	Assertiveness in relationships	Assertiveness in relationships	Being in control of social media	Being in control of social media
	Sum1 Week 6	Using technology	Celebrating relationships with people and animals	Targeted	Targeted	Targeted	Targeted	Targeted

	Sum 1 Week 7	Targeted	Targeted	Assessment	Assessment	Assessment	Assessment	Assessment
Changing me	Sum2 Week 1	My self-image	Unique me	My changing body	My changing body	My changing body	Different types of relationship	Different types of relationship
	Sum2 Week 2	Puberty	Having a baby	Having a baby	Having a baby	Having a baby	What's in a relationship?	What's in a relationship?
	Sum2 Week 3	Babies – conception to birth	Girls and puberty	Types of relationships and their impact	Types of relationships and their impact	Types of relationships and their impact	Looks and smiles	Looks and smiles
	Sum2 Week 4	Boyfriends and girlfriends	Boys and puberty	Image and self-esteem	Image and self-esteem	Image and self-esteem	Does watching pornography help people to understand relationships?	Does watching pornography help people to understand relationships?
	Sum2 Week 5	Real self and ideal self	Circles <u>of change</u>	My changing feelings	My changing feelings	My changing feelings	Alcohol and risk	Alcohol and risk
	Sum2 Week 6	The year ahead	Accepting change	Targeted – Puberty	Targeted – Puberty	Targeted – Puberty	Targeted – Puberty	Targeted – Puberty
	Sum2 Week 7	Targeted	Looking ahead	Targeted	Targeted	Targeted	Targeted	Targeted
	Sum2 Week 8	Targeted	Targeted	Assessment	Assessment	Assessment	Assessment	Assessment

	Date	AT (Yr11)	GE (YR10)	G (YR9)	LH (YR10)	DL (YR11)
Being me in my world	Aut 1 week 1	Becoming an adult	Liberty and safety in my world	Expectations and perceptions of relationships	Liberty and safety in my world	Becoming an adult
	Aut 1 Week 2	Relationships and the law	How I feel when things end	Peer approval	How I feel when things end	Relationships and the law
	Aut 1 Week 3	The law and you	How social media affects me, my identity and culture	Risks	How social media affects me, my identity and culture	The law and you
	Aut 1 Week 4	Me, The internet and the law	Rated	Being in a group	Rated	Me, The internet and the law
	Aut 1 Week 5	Emergency situation	Risk	Consent	Risk	Emergency situation
	Aut 1 Week 6	Targeted	Targeted	Targeted	Targeted	Targeted
	Aut 1 Week 7	Targeted	Targeted	Targeted	Targeted	Targeted
	Aut 1 Week 8	Assessment	Assessment	Assessment	Assessment	Assessment
Celebrating difference	Aut 2 Week 1		Equality: What does it mean to me in the UK?	Equality	Equality: What does it mean to me in the UK?	
	Aut 2 Week 2		Equality in the workplace	Understanding difference	Equality in the workplace	
	Aut 2 Week 3		Multicultural society	The power of positive language	Multicultural society	
	Aut 12 Week 4		Power in relationships	Bullying	Power in relationships	
	Aut 2 Week 5		Challenging inequality	Discrimination	Challenging inequality	
	Aut 2 Week 6		Targeted	Targeted	Targeted	
	Aut 2 Week 7		Assessment	Assessment	Assessment	
Dreams and goals	Spr 1 week 1	Managing anxiety and overwhelm	Relationships and goals	My personal strengths	Relationships and goals	Managing anxiety and overwhelm
	Spr 1 Week 2	Money and debt	Me, my goals and my health	The power of planning	Me, my goals and my health	Money and debt
	Spr 1 Week 3	Dream jobs and skill set	Work/life balance	My dreams for my life	Work/life balance	Dream jobs and skill set
	Spr 1 Week 4	My future relationships	A healthy balance	Mental health and issues	A healthy balance	My future relationships
	Spr 1 Week 5	What to do when things go wrong	A healthy balance	Media manipulation and mental health	A healthy balance	What to do when things go wrong

Healthy me	Spr 2 Week 1	Relaxation and managing stress	My health MOT	Making healthier choices	My health MOT	Relaxation and managing stress
	Spr 2 Week 2	Hygiene and health	What protects my health?	Alcohol	What protects my health?	Hygiene and health
	Spr 2 Week 3	Under pressure	Extraordinary minds	Using substances	Extraordinary minds	Under pressure
	Spr 2 Week 4	Pregnancy and choice	Diseases, treatments and lifestyle choices	Life-saving skills	Diseases, treatments and lifestyle choices	Pregnancy and choice
	Spr 2 Week 5	Staying safe in sexual relationships	Targeted	Effects of substances	Targeted	Staying safe in sexual relationships
Relationships	Sum1 Week 1	Intimate romantic relationships	Healthy <u>long-term</u> relationships	Power in relationships	Healthy <u>long-term</u> relationships	Intimate romantic relationships
	Sum1 Week 2	Gender diversity	Love and loss	Assertiveness and saying no	Love and loss	Gender diversity
	Sum1 Week 3	Coming out as LGBT+	Healthy connections	Porn is it real?	Healthy connections	Coming out as LGBT+
	Sum1 Week 4	Who holds all the cards?	Relationships don't believe what you see	Contraception	Relationships don't believe what you see	Who holds all the cards?
	Sum1 Week 5	The last taboos	Better together	Consequences of unprotected sex	Better together	The last taboos
	Sum1 Week 6	Targeted lessons	Targeted	Targeted	Targeted	Targeted lessons
	Sum 1 Week 7	Assessment	Assessment	Assessment	Assessment	Assessment
Changing me	Sum2 Week 1		Changing society and me	Mental health	Changing society and me	
	Sum2 Week 2		Managing change and decision making	Change and our emotions	Managing change and decision making	
	Sum2 Week 3		Gender identity	Better sleep	Gender identity	
	Sum2 Week 4		Stereotypes and exploring relationships	Resilience	Stereotypes and exploring relationships	
	Sum2 Week 5		Physical and emotional changes	Changing and growing	Physical and emotional changes	
	Sum2 Week 6		Targeted lesson	Targeted	Targeted lesson	
	Sum2 Week 7		Targeted lesson	Targeted	Targeted lesson	
	Sum2 Week 8		Assessment	Assessment	Assessment	

End of Guidance Appendix