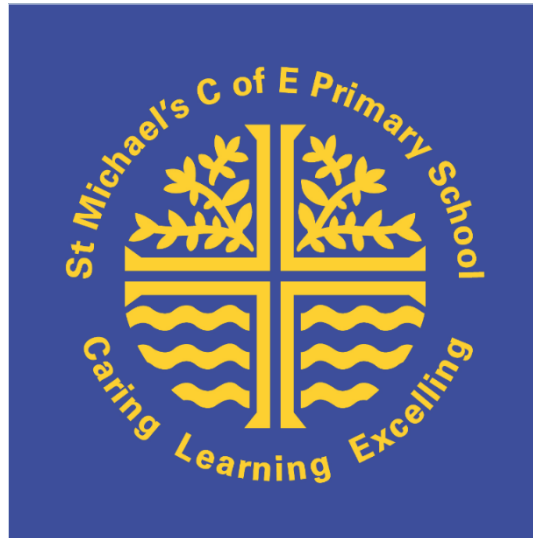




**Relationships, Sex and Health Education Policy
and
PSHE (Personal, Social, Health Education) Policy**

July 2022

Caring-Learning-Excelling

In our inclusive and caring church school community our actions are mirrors of our Christian values.

We strive to instil a love of learning through empowering all with the knowledge and skills that encourage them to be independent life-long learners; widening horizons and providing opportunities for all irrespective of their different starting points.

We have pride in who we are and excitement about who we can be.

This policy covers St Michael's Church of England Primary School's approach to Personal, Social and Health Education (PSHE) and Relationships, Sex and Health Education.

It was produced by the RSE lead through consultation with all stakeholders including pupils, parents, staff and governors. Consultation took the form of pupil voice questionnaires and parent, staff and governor meetings.

PSHE/ RSE subject leader – Mrs Reynolds

Governor responsible for PSHE/ RSE – **TO ADD**

It will be reviewed in **TO ADD**

Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. St Michael's Church of England Primary School strives to ensure that Relationship Education, Health Education and Sex Education is taught within the context of Christian beliefs about human dignity (e.g. Genesis 1:26-27) and the need to love your neighbour as you love yourself (e.g. Mark 12:30-31), RSE enables pupils to flourish and gain every opportunity to live fulfilled lives.

Our PSHE policy is informed by existing DfE guidance:

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

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

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

PSHE

At St Michael's Church of England Primary School, 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.

Personal, Social, Health Education is taught as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. Our PSHE curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils, and prepares pupils for the opportunities, responsibilities and experiences of later life.

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 this programme can be found attached to this policy.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, 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 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

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

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.

Parents should also be aware that the Church of England states in “Valuing All God’s Children”, 2019, that Relationships and Sex education should: *“Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world.”* (Page 34)

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.

You may wish to add something about how the Jigsaw programme is taught (for those who are not familiar)

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.

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

At St Michael's C of E Primary School, we believe children should understand the facts about human reproduction before they leave primary school so 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.

The following areas come under compulsory health education:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing including the key facts about the menstrual cycle.

DfE guidance 2019 (p.31) states 'Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.'

Therefore, children will start learning about puberty from LKS2 prior to the onset of puberty.

The following lessons in Jigsaw cover puberty:

- In Year 3 and 4 children will learn:
 - Outside body changes. The children will learn how boys' and girls' bodies change on the outside during the growing up process.
 - Inside body changes. The children will learn how boys' and girls' bodies change on the outside and why these changes are necessary so that their bodies can make babies when they grow up. They **WILL NOT** be taught about how the sperm and the egg come together in Year 3 and 4. If the children ask questions about this, they will be told that they will learn about it when they get a bit older.
 - Girls and puberty (TAUGHT TO JUST YEAR 4)
- In Year 5 and 6 children will learn:
 - Puberty for girls and puberty for boys. They will learn how girls' and boys' bodies change during puberty.

The national curriculum for science also includes the following compulsory subject content:

- Year 1 - Learn the names of the main body parts.
- Year 5 - Describe the life processes of reproduction in some plants and animals.
- Year 5 - Describe the changes as humans develop to old age.

In addition, the following are taught beyond the National Curriculum and statutory health education:

- In Year 1 and 2 the children learn to recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, vulva and anus) and appreciate that some parts of my body are private.
- In Year 3 and 4 the children will learn:
 - how babies grow and develop in the mother's uterus.
- In Year 6 (children will be taught separate to Year 5s) the children will learn:
 - Having a baby. The children will correctly label the internal and external parts of the male and female bodies that are necessary for making a baby.
 - Sexual intercourse can lead to conception and that is how babies are made
 - How a baby develops from conception through the nine months of pregnancy and how it is born.

Before these lessons are taught, parents will be notified and teaching materials shared at parent pop-in sessions. Please see below for 'right to withdraw'.

What do we teach when and who teaches it?

Whole-school approach

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

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

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

These explicit lessons are then reinforced, enhanced and threaded throughout the curriculum and wider school culture, including collective worship, praise and reward system and by living our school values. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

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

At St Michael's Church of England Primary School, 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).

Year 1 and 2, Lesson 4 (Boys' and Girls' Bodies') – This is not Sex Education but is taught as safeguarding. However, as these body parts are in addition to the main body parts taught in science, parents have the right to withdraw their child from this lesson.

Year 3 and 4, Lesson 1 (How Babies Grow)

Year 3 and 4, Lesson 2 (Babies)

Year 6, Having a baby (lesson originally from Year 4, Lesson 2)

Year 6, Conception (lesson originally from Year 5, lesson 4)

Year 6, Conception to birth (lesson originally from Year 6, lesson 3)

Before these lessons are taught, parents/carers will be notified by letter and teaching materials shared at parent pop-in sessions. The school will inform parents/ carers of their right to withdraw in this letter. If a parent/ carer has concerns about RSE or intends to withdraw their child from these lessons, they should discuss this with their child's class teacher. If a parent/ carer still has concerns, they will be referred to the head teacher who will record conversations in writing.

Assessment

PSHE and RSE learning will be recorded in class floor books which the children will take ownership of. PSHE and RSE will be assessed through formative and summative assessment methods. These may include but are not limited to the following:

- Quizzes at the start and end of puzzle units.
- Children create spider diagrams to record what they already know about a topic before teaching. They will then add what they have learnt about the topic at the end of the unit in a different colour to show progression.
- Questioning throughout lessons.
- Each 'Puzzle' includes a summative assessment opportunity and these activities are highlighted on overviews with a star.
- Pupil progress will be shared with parents at parent meetings and in the end of year report.

Monitoring and Review

The governing board monitors this policy on an annual basis. As part of this process, findings and recommendations may be made, as necessary, if the policy needs modification. The governing board gives serious consideration to any comments from parents about the PSHE (RSE) programme, and makes a record of all such comments. Parents are also welcome and encouraged to ask questions about the development and delivery of the curriculum and how they can work alongside school to share key messages with their children. Pupil voice will also be collected by the RSE lead through pupil questionnaires and will be used to inform future planning and delivery. Identified governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos and report back to the full governing board.

Equality

This policy will inform the school's Equalities Plan.

At St Michael's C of E Primary School, we abide by and are committed to the following principles:

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".

This can also have an impact on any anti-bullying policies in regard to these characteristics being the reason for the issue. The Church of England document "Valuing all God's Children", 2019, states:

"Schools should ensure that they have clear anti-bullying policies on preventing and tackling homophobic, biphobic and transphobic behaviour and language and that these policies are known and understood by all members of the school community. School leaders should present a clear message that HBT bullying will not be tolerated and that there can be no justification for this negative behaviour based on the Christian faith or the Bible. Schools should ensure that pupils understand how to report incidents. Pupils should be confident that if they report bullying it will be taken seriously."

It also asserts:

"Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value" (page 1)

"Opportunities to discuss issues to do with self-esteem, identity and bullying, including HBT (homophobic, biphobic and transphobic) bullying, should be included in physical, social, health and economic education or citizenship programmes. The curriculum should offer opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should take LGBT people into account." (Page 6)

At St Michael's C of E School, 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?' **Attach to policy**

Special Educational Needs

We intend that all pupils shall experience a programme of relationships, health and sex education at a level which is appropriate for their age and physical development, with adaptations for those with delayed cognitive development.

If required, class teachers will have discussions with the PSHE lead, parents and the school nurse to see the most appropriate way for individuals to access this subject.

Safe Practice and Safeguarding

To ensure a safe learning environment teachers will:

- Share the Jigsaw Charter at the start of each session to ensure children know the ground rules.
- Make boxes available in which pupils can place anonymous questions or concerns.
- Using distancing techniques such as stories, scenarios or case studies which provide fictional characters and storylines that stimulate discussion whilst 'de-personalising' discussions. This allows pupils to engage more objectively with the lesson content.

Teachers will ensure that pupils explore a variety of viewpoints by ensuring that information and resources are unbiased and impartial. The Jigsaw resources meet this requirement.

Classrooms have an anonymous question box available before, during and after all lessons, so pupils can ask questions anonymously at any time. If a teacher is concerned about a question, they will ask anyone whose question has not been answered to come and see them privately. When faced with tricky questions, teachers will give a factual, age-appropriate answer when they can. If unsure how to respond teachers can reply with 'That's a really interesting question and it deserves a good answer – let me have a think about it and get back to you later'. They will then consider whether they need to consult senior colleagues, what the school policy is and whether there is a potential safeguarding issue. If a child asks a question which would not be appropriate to answer at their age, they will be told that they will learn more about it when they get a little bit older.

All concerns that arise during PSHE and RSE lessons will be reported to the Designated Safeguarding Lead in a timely manner following the school's safeguarding policy.

Policy Review

This policy is reviewed annually.

Jigsaw PSHE documents needed to explain this policy:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)
- Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?
- How does Jigsaw PSHE support the Church of England Principles and Charter in relation to RSE? ATTACH TO POLICY

Relationships Education in Primary schools – DfE Guidance 2019

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

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

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	• 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	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference • Being Me in My World
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 and advice from others, if needed	
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 ● 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	
Online relationships	● R20 that people sometimes behave differently online, including by pretending to be someone they are not. ● R21 that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. ● R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. ● R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. ● R24 how information and data is shared and used online.	All of these aspects are covered in lessons within the Puzzles ● Relationships ● Changing Me ● Celebrating Difference

Being safe	● 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.	All of these aspects are covered in lessons within the Puzzles ● Relationships ● Changing Me ● Celebrating Difference
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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	• 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).	All of these aspects are covered in lessons within the Puzzles • Healthy Me • Relationships • Changing Me • Celebrating Difference

	● 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	● 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.	All of these aspects are covered in lessons within the Puzzles ● Relationships ● Healthy Me
Physical health and fitness	● 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.	All of these aspects are covered in lessons within the Puzzles ● Healthy Me
Healthy eating	● H22 what constitutes a healthy diet (including understanding calories and other nutritional content). ● H23 the principles of planning and preparing a range of healthy meals.	All of these aspects are covered in lessons within the Puzzles

	● 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).	● Healthy Me
Drugs, alcohol and tobacco	● H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	
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. ● 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	All of these aspects are covered in lessons within the Puzzles ● Healthy Me
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.	All of these aspects are covered in lessons within the Puzzles ● Healthy Me
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. ● H35 about menstrual wellbeing including the key facts about the menstrual cycle.	All of these aspects are covered in lessons within the Puzzles ● Changing Me ● Healthy Me