Trevisker
Primary School

Personal, Social, Health & Economic Policy

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Personal, Social, Health and Economic (inc. Relationships and Sex Education) Policy

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.

Overview
At Trevisker Primary School, we teach Personal, Social, Health and Economic 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 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

"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…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."

"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 Trevisker Primary School 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.

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 your children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

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 and RSE 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).

Aims

Through our Personal, Social, Health and Economic (**PSHE**) programme, we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective Relationships and Sex Education (**RSE**) to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

PSHE and RSE is about the lifelong learning of personal, physical, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

The aims of PSHE and RSE at our school are to:

- provide a framework in which sensitive discussions can take place;
- create a positive culture of communication around issues of relationships;
- to provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk;
- help pupils develop feelings of self-respect, confidence and empathy;
- teach pupils the correct vocabulary to describe themselves and their bodies; and
- prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.

Statutory Requirements

As a primary school in an academy, we must provide Relationships Education to all pupils are per section 34 of the Children and Social Work Act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

At Trevisker Primary School, we teach PSHE and RSE as set out in this policy.

Policy Development
The policy has been developed in consultation with staff, pupils and parents/carers.

Definitions
RSE 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.

Relationships Education
Within this policy, as in the DfE guidance (Statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education – Updated July 2020) **Relationships Education** is defined as teaching about the fundamental buildings blocks and characteristics of positive relationships. It covers:

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

Health Education
For the purpose of this policy, **Health Education** is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Sex Education
Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the National Curriculum for Science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related to elements (the physical changes associated with puberty) within Health Education (see Section 5.4).

RSE is **not** about the promotion of sexual activity.

Curriculum
Our RSE curriculum is embedded within our PSHE curriculum and we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme. The mapping document:

Jigsaw 3-11 and Statutory Relationships and Health Education (Appendix 1) shows exactly how Jigsaw, and therefore our school, meets the statutory Relationships and Health Education requirements.

The table below gives the learning theme of each of the Puzzles (units), and these are taught across the school.

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.
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.

Spiral Curriculum

We provide PSHE/RSE through a spiral programme from Reception to Year 6. A spiral curriculum is one where themes are revisited but these themes are not simply repeated. Each successive encounter of the theme gradually expands and enriches key concepts, building on previous knowledge and deepening understanding.

The Teaching Environment for PSHE and RSE

Effective PSHE/RSE needs to be taught in an atmosphere of trust, responsibility and respect where sensitive issues and questions can be discussed without embarrassment or threat. This concept is at the heart of the curriculum delivery at Trevisker Primary School. In addition, pupils' different abilities, levels of maturity and personal circumstances are respected in delivering the curriculum.

Matters outside the Curriculum

If pupils ask questions outside the scope of this policy, teachers will respond in an age-appropriate manner, so they are fully informed and do not seek answers online and will inform parents/carers of their questions if and when needed.

Non-statutory Sex Education

As part of statutory Health Education, children are taught in an age-appropriate way about puberty and the associated physical and emotional changes from Year 3 onwards. As part of the Science curriculum, children learn in Year 2 that animals, including humans, have offspring which grow into adults. In Year 5, they learn about how reproduction occurs in some plants and animals. The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is included in the "Changing Me" unit in the summer term.

Children are taught:

- that for a baby to be made, a sperm from the father and an egg from the mother must meet (Year 4)
- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means (Year 5)
- how a baby develops in the womb and how babies are born (Year 6)

At Trevisker Primary School, we believe that teaching this additional content to pupils will ensure that they are better prepared for the transition to secondary school and it will also support their personal and social development as they grow into young adults.

As is legally prescribed, parents/carers have a right to withdraw their children from these additional non-statutory sex education lessons (See Section 5.5).

Parents/carers' right to withdraw

Parents/carers do not have the right to withdraw their children from statutory Relationships Education, Health Education or the Science curriculum. However, parents/carers do have the right to withdraw their children from some or all of the non-statutory components of sex education within RSE (as set out in Section 5.4)

Requests for withdrawal should be put in writing and addressed to the headteacher. Parents/carers will then be invited to attend a meeting with the headteacher to discuss the withdrawal.

Alternative work will be given to pupils who are withdrawn from the non-statutory components of sex education.

Delivery of PSHE and RSE

The Jigsaw Programme provides a comprehensive PSHE/RSE scheme of work but the explicit lessons of the scheme are reinforced and enhanced in many ways. Firstly, it interacts with other aspects of the overall curriculum such as Science, computing and PE (in the context of health and hygiene). In addition, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including, for example:

- assemblies
- praise and reward systems
- circle times
- discussion of stories
- through interactions and 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.

A child focussed approach
Our PSHE/RSE programme will be delivered in an age appropriate and sensitive manner by class teachers. Class teachers will aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to be curious, ask questions and engage in discussions around potentially sensitive subjects and themes. Pupils' questions will be dealt with honestly and sensitively and in an age-appropriate way.

Difficult questions
If staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as the use of a question box or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.

Safeguarding
If any questions raise safeguarding concerns or a child makes reference to experiences that raise safeguarding concerns, teachers will draw these to the attention of one of the Designated Safeguarding Leads.

Children with Special Educational Needs (SEN)
As stated in section 5.2, pupils' different abilities, levels of maturity and personal circumstances will always be taken into account when teaching PSHE/RSE. Therefore, all pupils with special educational needs will engage in the RSE curriculum to the fullest extent possible, taking into account their individual needs. Where necessary, a differentiated program will be provided.

Protected Characteristics
It is important that all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people. The Equality Act became law in 2010. It covers everyone in Britain and protects people from discrimination,

harassment and victimisation. Everyone in Britain is protected. This is because the Equality Act protects people against discrimination because of the protected characteristics that we all have.

Under the Equality Act, there are nine Protected Characteristics:

1. Age
2. Disability
3. Gender reassignment
4. Race
5. Religion or belief
6. Marriage or civil partnership
7. Sex
8. Sexual orientation
9. Pregnancy and maternity

Under the Equality Act you are protected from discrimination:

- When you are in the workplace
- When you use public services like healthcare (for example, visiting your doctor or local hospital) or education (for example, at your school or college)
- When you use businesses and other organisations that provide services and goods (like shops, restaurants, and cinemas)
- When you use transport
- When you join a club or association (for example, your local rugby club)
- When you have contact with public bodies like your local council or government departments

Equality

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 Trevisker Primary 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.

Roles & Responsibilities

Local Advisory Board (LAB)

The Local Advisory Board (LAB) will approve the PSHE and RSE policy and hold the headteacher to account for its implementation.

A member of the LAB will oversee PSHE and RSE at Trevisker Primary School and communicate with the PSHE co-ordinator and headteacher.

Headteacher

The headteacher is responsible for ensuring that PSHE and RSE are taught consistently across the school and for managing requests to withdraw pupils from non-statutory components of RSE.

The headteacher will work with the PSHE co-ordinator to ensure that members of staff are given sufficient training, so they can teach effectively and handle any difficult issues with sensitivity.

Staff

All staff are responsible for:

- delivering PSHE and RSE in a sensitive way
- modelling positive attitudes to PSHE and RSE
- monitoring progress
- responding to the needs of individual pupils
- responding appropriately to pupils whose parents/carers with them to be withdrawn from the non-statutory components of RSE.

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

Pupils

Pupils are expected to engage fully in PSHE and RSE and, when discussing any issues, treat others with respect and sensitivity, as set out in the Jigsaw Charter.

Parents/carers

The school is well aware that the primary role in children's PSHE and RSE lies with parents/carers. We wish to build a positive and supporting relationship with the parents/carers of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we will:

- carry out our statutory duty to consult with parents/carers on the contents of this policy
- inform parents/carers about the term's unit (puzzle piece) and provide useful resources to aid discussions at home
- answer any questions that parents/carers may have about PSHE and RSE
- take seriously any issue that parents/carers raise with teachers or governors about this policy or the arrangements for RSE in the school

- acknowledge parents/carers have the right to withdraw their children from the non-statutory components of sex education within RSE

Training
Staff are trained on the delivery of PSHE and RSE as part of their induction and it is included in our continuing professional development calendar.

Monitoring Arrangement
The delivery of PSHE/RSE is monitored by the headteacher and the PSHE co-ordinator through, for example, discussions with pupils and staff, learning walks and lesson observations.

Pupils' development in PSHE/RSE is monitored by class teachers as part of our internal assessment systems. The two clear learning objectives for each lesson allow the teacher to be mindful of the assessment elements within that session that can formatively help them pitch and plan subsequent lessons.

APPENDIX 1 – Mapping document

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	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference • Being Me in My World

	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	
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	• R25what 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.	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference

	• 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.	

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	All of these aspects are covered in lessons within the Puzzles • Healthy Me • Relationships • Changing Me • Celebrating Difference

	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). • 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. • 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).	All of these aspects are covered in lessons within the Puzzles • 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.	All of these aspects are covered in lessons within the Puzzles • Healthy Me

	• H31 the facts and science relating to immunisation and vaccination	
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