

# St Chad's Patchway CE VC Primary School

*'Learning to love, loving to learn'*

## **RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY**

### **INTRODUCTION**

Relationships, Sex and Health Education (RSHE) is learning about our bodies, health and relationships, with a particular focus on puberty and growing up, sexual health, intimacy, dealing with emotions and managing personal relationships. It also helps develop the skills needed to make safe and responsible choices and explore moral questions.

Our school's approach to RSHE follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive. It is underpinned by two key Biblical passages: 'So God created humankind in his image, in the image of God he created them' (Genesis 2:7) and 'I have come in order that you might have life - life in all its fullness' (John 10:10).

Other policies relevant to Relationships, Sex and Health Education in our school:

- Inclusion;
- Single Equality;
- Child Protection;
- Safeguarding;
- Behaviour;
- Anti-bullying;
- Confidentiality.

### **DEFINING WHAT WE MEAN BY RELATIONSHIPS, SEX AND HEALTH EDUCATION**

In this school, Relationships Education refers to

- i. The development of skills, knowledge and resilience needed to experience positive mental, emotional and physical wellbeing;
- ii. The development of skills and strategies children need to keep themselves safe, happy and well both online and in the real world;
- iii. Teaching the characteristics of positive relationships;
- iv. Teaching about different types of relationships, promoting equality and respect, and recognising the importance of diversity;
- v. Teaching about healthy, respectful, non-exploitative and non-coercive behaviours;
- vi. Developing an understanding of gender equality, rights, consent and respectful and healthy communication (Equalities Act, 2010) including
  - Sexuality/sexual orientation (avoiding heteronormative assumptions & attitudes)
  - Gender identity
  - *Home background (e.g. different family make-up)*
  - Ethnicity
  - Gender
  - Special educational needs and disability.
- vii. Develop young people's knowledge and awareness of services that provide information, advice, support or treatment, including developing their understanding of their rights in relation to accessing these services.

In this school, Sex Education refers to

- viii. Teaching about the physical and biological aspects of puberty, and growing up, the human life cycle and how a baby is conceived and born, ensuring access to up to date and correct factual information.

In this school, Health Education is learning about physical health and mental wellbeing so that children can make wise choices to ensure their own flourishing and the flourishing of others.

## **AIMS**

- To enable children to grow up to enjoy the positive benefits of loving, rewarding and responsible relationships.
- To ensure that children are informed and comfortable with the changes during puberty, and are sexually and emotionally safe.
- To provide a safe place for children to make sense of the information they have picked up from the media, playground myths and other sources.
- To teach children to develop values and attitudes, whilst respecting those of others.
- To learn personal and social skills, and increase their knowledge and understanding to enable them to make informed decisions and healthier life choices.
- To enable children to understand their physical and emotional development and to take increasing responsibility for their own health and wellbeing and that of others.
- To build the vocabulary and confidence in children to enable them to talk openly and positively about emotions, relationships and their bodies.

RSHE at St Chad's is about what constitutes wellbeing and loving care for ourselves (Physical and Mental Health Education), how we show loving care for others (Relationships Education) and, when at an appropriate age and stage in life, how we show loving care to those we choose to be intimate with, including within marriage (Sex Education). It is also about the spiritual and moral aspects of healthy, loving and nurturing relationships within a context of a Christian vision for the purpose of life.

## **GUIDELINES**

- In school, RSHE is taught gradually, so that learning can be built up year-by-year in a way that is appropriate to the age and maturity of each child; responds to the needs they have, and enables them to successfully manage the challenges they face as they grow up.
- RSHE will be based on factually accurate information which is age appropriate.
- RSHE will be sensitive to all faith and cultural perspectives; promote equality, inclusion and acceptance of diversity.
- Children will be taught the cultural and religious differences about matters of sexuality. At all times in school, teachers to be aware of signs and possibilities of FGM (Female Genital Mutilation) and act accordingly.
- RSHE will be set in the context of clear and inclusive values that reflect those of the school and its Christian ethos, including the value of marriage, all loving, stable and responsible relationships and family life with particular regard to bringing up children.
- RSHE will be accessible to all children including those with Special Educational Needs (SEN).
- RSHE will be taught within the statutory requirements of the National Curriculum for Science and the currently non-statutory national curriculum framework for Personal, Social, Health and Economic (PSHE) education.
- Social and Emotional skills will be taught through the school's Christian Values.
- Cross-curricular links will be made within the context of our School curriculum.
- In recognising the important role of parents in RSHE, the school will consult and advise parents of the scheme of work, resources and policy prior to the commencing of the topic.
- Parents have a unique emotional relationship with their child and knowledge of their maturity and can therefore respond to their questions about relationships more spontaneously as they arise.
- The 'Changing Me' sessions (which incorporate Sex Education) will generally be taught in Term 6 of each academic year; by that point teachers should be very familiar with all children in their class and therefore able to teach this sensitively and appropriately.

- Teaching staff will be encouraged to take up opportunities for Continued Professional Development (CPD) and support in the teaching of RSHE.

## CONTEXT

As a Church of England school, RSHE will be consistent with the school's Christian ethos and values:

- RSHE should emphasise respect, compassion, loving care and forgiveness.
- RSHE should be taught in the light of belief in the absolute worth of all people and the unconditional infinite love of God.
- RSHE should be sensitive to the circumstances of all children and be mindful of the variety of expressions of family life in our culture. RSHE should be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community.
- It will value the importance of faithfulness as the underpinning and backdrop for relationships.
- It will encourage children to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
- RSHE will seek to build resilience in our children to help them form healthy relationships, to keep themselves safe and resist the harmful influence of the excesses of media in all its forms.
- RSHE will promote healthy resilient relationships set in the context of character and virtue development that sits within the schools Christian Vision and Values (values such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice).
- All staff teaching this sensitive and important subject will have received training. This training will be regularly reviewed and revisited.

## RESOURCES & CURRICULUM

We have a whole school approach to RSHE as follows:

- Children will receive 1 lesson or more per week. These can be delivered through timetabled PSHE, through focus/off timetable days and through science.
- We will also cover elements of our content through changes to other curriculum subjects.
- We have developed our lesson plans and schemes of work based on the Jigsaw PSHE scheme, PSHE Association and the Scottish Government resources. These schemes and resources are informed by existing DfE guidance, **preventing and tackling bullying** (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013), **Safeguarding** (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013) and **Equality** (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013).
- Lessons are age appropriate with content that is inclusive and relevant to the needs and lived experiences of all children, their families, and the wider community. Content is taught through an engaging range of active learning methods that differentiate materials and resources to ensure all children are able to access the learning.
- There is confident and consistent use of the correct terminology to describe, for example, female and male body parts etc. – whilst being mindful of the need to, where appropriate, accept the language adopted by children so as to ensure content remains accessible.
- Those fulfilling in-class support roles also receiving training so as to ensure they can help facilitate the access of those children they are specifically supporting.
- Have a proactive and planned approach to involving external professionals (e.g. school health nurse) in supporting the delivery and development.

Visitors and other professionals/agencies will enhance but not replace our teacher-led programme. Teachers will always be present during these sessions. We select visitors very carefully in line with our values and school ethos and ensure that their input is evidence-based, accurate and not misleading.

Parents/carers will be notified in advance of when the 'Changing Me' unit will be taught.

Boys and girls will be taught the 'Changing Me' lessons together but when appropriate, they may be split up afterwards for separate follow-up discussion.

## **PROCEDURES FOR WITHDRAWAL FROM RSHE**

St Chad's believes that parents and carers should play an active role in shaping the education their children receive whilst at school. To that end, we will proactively seek to develop regular and ongoing communication with parents and carers so as to ensure our policy for, and delivery of, relationships, sex and health education balances the feelings, wishes and concerns of parents with the needs and concerns of children and staff. We are hopeful that our open channels of communication can be used to resolve any areas of concern as and when they arise. Where this is not possible, we would encourage parents and carers to be mindful of the following

- i. As set out in national statutory guidance, there is no right for parents to withdraw their children from Relationships Education or Health Education;
- ii. As a school that chooses to teach sex education, we allow parents a right to withdraw their children from sex education, other than as part of the science curriculum.  
  
If a parent wishes to withdraw their child from sex education, they must contact the school. Parents should make it clear which aspects of the programme they do not want their child to participate in. The school will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.
- iii. As a school, we will encourage (and support where possible) parents to deliver sex education to their child at home instead.
- iv. If a child is excused from sex education, the school will ensure that the child receives appropriate, purposeful education during the period of withdrawal. The child will be temporarily moved to an alternative class during this lesson.

## **QUESTIONS**

Children inevitably ask questions. Classes will have an anonymous 'Questions box', during and for a period of time after the RSHE teaching period, where children can ask questions without the fear of embarrassment. Children are also given chances through the teaching to ask questions publicly. As a school, we aim to answer these factually and clearly, in an age appropriate manner. If there are questions asked which the school feels unable to answer, the school will gain the permission of the child to refer the question home and contact parents in advance.

## **CONFIDENTIALITY AND SAFEGUARDING CHILDREN PROCEDURES**

We ensure that ground rules are established before lessons are delivered and that children are reminded not to discuss personal experiences and issues in class as a general rule. We provide a safe, respectful and open learning environment in which children have an opportunity to gain factually accurate information whilst being encouraged to ask questions and enabled to develop their skills, experience and resilience. Children are made aware of how to access confidential information and support after the lesson, should they need it. If a child discloses something of a personal nature, we will seek advice if needed, decide whether or not parents / carers need to be informed and keep children informed about how the disclosure is treated and who will have access to the information. Under no circumstances do staff offer unconditional confidentiality to any child.

Teachers conduct RSHE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that he/she

may have been a victim of abuse. If the teachers have concerns, they will draw their concerns to the attention of the Headteacher. The Headteacher will then deal with the matter in line with the Child Protection Policy.

## **MONITORING AND EVALUATION**

The school will review this policy in line with its review cycle in order to assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

SLT overseeing all aspects of the development, delivery and evaluation have a proactive, open and inclusive approach to involving parents and carers in the development, delivery and evaluation and make a commitment to work with parents who have chosen to withdraw their children from 'sex' education to ensure their needs can be effectively met outside the school environment.

The PSHE coordinator is responsible for the development of the programme, staff training and development, liaison with external professionals and effective monitoring and evaluation. There is an identified 'lead Governor' for PSHE (and RSHE).

We monitor children's knowledge, skills and understanding by various means including: self-assessment / peer assessment / pupil conferencing / teacher observations / quizzes and questionnaires / the LA Health and Well-being Online Pupil Survey etc. Children and staff have opportunities each term to evaluate lessons and approaches by means of self-reflection/review, pupil conferencing, learning walks, team teaching, etc.

**Approved: July 2020**

**To be reviewed: July 2021**

## **APPENDIX 1**

### **Working Agreement**

Before teaching RSHE, the children in the class should develop a working agreement. It should be written in child friendly language and displayed in a prominent place. Rules should be referred to at the beginning of each lesson and will need to be reviewed and revised if and when necessary.

Example of a working agreement:

We will

- be kind to each other
- not laugh at each other
- listen to each other
- not interrupt when someone else is speaking
- respect other people's views
- remember that we can always talk about things in private with a member of staff.
- remember that we can always ask for help from a trusted adult, if we are worried about something.

## **APPENDIX 2**

### **Resources**

Jigsaw PSHE Scheme of Work

Books for children to read:

- Mummy Laid an Egg- by Babette Cole
- Sex, Puberty and all that Stuff – Jacqui Bailey
- Hair in Funny Places by Babette Cole
- Let's Talk about Sex by Robbie H Harris
- Let's Talk about Where Babies Come From – Robie H Harris.

An example of Teaching Resources

- <https://rshp.scot/second-level/#sex>
  - Laying the Foundations (Spotlight series) x 2
  - Valuing all God's Children has links and further advice in a Christian context
- [https://www.churchofengland.org/sites/default/files/2017-11/Valuing%20All%20God%27s%20Children%27s%20Report\\_0.pdf](https://www.churchofengland.org/sites/default/files/2017-11/Valuing%20All%20God%27s%20Children%27s%20Report_0.pdf)

## **APPENDIX 3 Relationships and Sex Education Curriculum**

### **Foundation Stage**

- Hygiene (toilet and hand washing)
  - Dressing and undressing
  - Relationships & Friendships - Life cycles of animals (butterflies, frogs)
  - Naming body parts (excluding genitalia)
  - How we have changed since we were babies
- 

### **Year 1**

- Family & Friends
- Gender – male and female
- Love
- Marriage – RE, festivals & celebrations

- Parents – RE, festivals and celebrations– linked also to birthdays
  - Lifecycles of animals and humans
  - Growing and changing - links to Science – body changes from birth to now
  - Naming body parts (including penis, vagina, testicles, tummy, feet, bottom, nipples, anus, nose, head, mouth, breasts, fingers, knees)
  - Understanding that growing and changing is a natural process, not in my control and happens to everyone at different rates.
- 

## **Year 2**

- Naming of body parts (includes some genitalia as above in year 1)
  - Differences between being a boy and a girl
  - Understanding that some parts of the body are private
  - Stereotypes and how gender stereotypes are not fixed, to be proud of you
  - Rules for resisting pressure
  - Keeping safe-(appropriate and inappropriate touching)
  - Growing from young to old – understanding that it is a natural process, not in my control and happens to everyone at different rates.
- 

KS2 – Changing Me units appropriate to year group plus the Scottish Government resources for Sex Education.

## **Year 3**

- Differences between males and females that enable them to have babies (includes use of terminology such as vagina, breast, clitoris, penis, uterus, sperm, womb, ovaries, egg and testicles)
  - Life Cycle of a Human
  - Body changes
  - How our bodies need to change so that we can make babies when we grow up – outside changes and how we feel about them/inside changes and how we feel about them (animation used for inside changes – female/male reproductive systems)
  - How babies grow in humans and animals
  - Rules for resisting pressure
  - Feeling safe and asking for help
  - Define meaning of public /private
  - Family stereotypes – parenting and family roles
- 

## **Year 4**

- Understanding some personal characteristics come from birth parents
  - How offspring grow and change into an adult
  - Puberty
  - Periods
  - Labelling external parts of the male and female bodies
  - Terminology includes fertilisation and reproduction, egg, sperm, puberty, sanitary towels and menstruation.
- 

**Year 5 - Jigsaw** (including animation of sexual organs) and use of the Scottish Government resources

Review – Puberty (including periods)

Review personal hygiene within this.

How did I get here? - Includes animation of sexual organs.

- How babies develop inside the womb and both male and female sex parts are needed to make a baby

- Families – diversity within and caring role of. Including challenging of stereotypes
- IVF
- Looking ahead to being a teenager
- Terminology includes semen, erection, ejaculation, wet dream, larynx, facial hair, growth spurt, hormones, conception, fallopian tubes, sexual intercourse, embryo, umbilical cord, contraception and fertility treatment.

**Year 6** – Jigsaw animations (the male and female reproductive systems) and powerpoints (referring to the below content) from <https://rshp.scot/second-level/#sex>

**Conception and birth**

To ensure both age appropriate and maturity of the class as each class is unique, the following will be referenced if questions are asked by the children: contraception, STIs (mentioned gently and linked to the analogy of becoming unwell if you don't protect yourself against someone with a cold, similarly with STIs some people may have an infection that can be caught unless contraception is used to protect against, IVF (In vitro fertilisation is a process by which an egg is fertilised by sperm outside the body: in vitro "in glass") and caesarean births.

- Wet dreams
- Masturbation
- Trust and love
- Handling conflict
- Hygiene
- Changes in mood/hormones
- Consolidating an understanding of physical and emotional changes
  
- sexuality
- stereotypes and media influences
- managing change
- own self-image

Terminology includes pregnancy, embryo, foetus, placenta, labour, contractions, cervix and midwife.

Teachers will also highlight the age of consent and through a conversation of loving adult relationships, some choose abstinence as a valid relationship form.

Children will be reminded of how to keep themselves safe when using the internet and other forms of technology and be reminded of responsible use of all forms of technology in order to respect the wellbeing and integrity of others (Sexting and social media safety).

**APPENDIX 4 - Relationships Education in Primary schools**

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 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"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> </ul>



	<p>importance of spending time together and sharing each other's lives.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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).</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	<ul style="list-style-type: none"> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul>
<p>Online relationships</p>	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>
<p>Being safe</p>	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

	<ul style="list-style-type: none"> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>	
--	--	--

### **APPENDIX 5 - Physical health and mental well-being education in Primary schools**

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"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• 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.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>• 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).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

	<p>can be resolved if the right support is made available, especially if accessed early enough.</p>	
Internet safety and harms	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• 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.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy Me</li> </ul>
Physical health and fitness	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
Healthy eating	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>

	<ul style="list-style-type: none"> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to immunisation and vaccination</li> </ul>	
Basic first aid	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
Changing adolescent body	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Changing Me</li> <li>• Healthy Me</li> </ul>