

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

Ardleigh Green Learning Federation

September 2020

## 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.

At Ardleigh Green Learning Federation, we teach Personal, Social, Health Education (including Relationship and Sex Education) as a whole-school approach, to underpin children's physical and emotional development.

To support the delivery of PSHE we have adopted the national Jigsaw Programme, which provides a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

## Aims

- To support children's well being.
- To support children's emotional and physical development.
- To promote a healthy lifestyle.
- To challenge views about racism and stereotypes and associated behaviours.
- To form positive attitudes about self and others.
- To promote the importance of family.
- To understand and develop skills to avoid or deal with conflict.
- To understand puberty, sexual education and health.
- To highlight the importance of care concern and consideration for others.
- To promote the values of **Respect, Equality** and **Diversity** to staff pupils and children throughout the Federation.
- To promote the fundamental British Values of:
  - Democracy
  - Tolerance
  - The Rule of Law
  - Individual Liberty
  - Mutual Respect

## 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 Ardleigh Green Learning Federation we value PSHE as one way to support children’s development as unique individuals, 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, which is designed around 6 key, though not exclusive themes.

## **Key PHSE Themes throughout the Ardleigh Green Learning Federation**

### **Wellbeing**

- Feelings and Empathy
- Self Esteem
- Getting along/conflict resolution
- Stress
- Peer Pressure
- Bullying
- Respect
- Stereotyping
- Race

### **Family Relationships**

- Importance of Family
- Characteristics of a healthy family
- Understanding those families in school and the wider community may look different but characteristics are generally the same.
- Importance of stable and caring family relationships.
- Recognising if we feel worried, upset or unsafe, how we might seek support.

### **Friendships**

- Choosing and making friends
- Characteristics of positive friendships
- Managing change in friendships

### **Safety**

- Online safety
- Stranger Danger
- Road Safety

### **Personal Hygiene**

- Keeping Fit
- Staying Healthy
- Germs
- Keeping yourself clean

### **Puberty and Sex Education (Year 6)**

- Body parts and functions
- Puberty
- Reproduction

The delivery of PSHE in all its forms is a major contributory factor to the ethos of Ardleigh Green Learning Federation, where staff and governors are committed to putting our children FIRST in order that they might be:

**F**it for Life **I**nspired to Learn **R**eady to participate **S**afe and Secure **T**rained for work and play.

The theme of First formed the basis for the PSHE Music Curriculum, which contains original songs written by our musician in residence Mr Andrew Linham. (Appendix 1)

## What do we teach when and who teaches it?

### Whole Federation approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. (Year 6) The table below gives the learning theme of each of the six units. and these are taught across the federation; the learning deepens and broadens every year supplemented by current and topical issues and cross curricular themes and ideas identified by Curriculum Maestro.

Term	Puzzle (Unit)	Content
<b>Autumn 1:</b>	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.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (Including Online Abuse)
<b>Spring 1:</b>	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
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education (Year 6) in the context of coping positively with change

At AGLF we allocate a weekly session for PSHE in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Underpinning all that we do are the key values of **RESPECT** and **Equality** underpinned by our **five** learning behaviours of:

**Resilience, Responsibility, Reflectiveness, Readiness and Resourcefulness.**

The character development strand of PSHE includes a focus on what it is to be:

**Brave, Enthusiastic, Confident, Honest, Creative, Independent, Curious, Kind, Motivated, Patient, Resilient, Thoughtful**

PSHE is reinforced across the curriculum and enhanced in many ways:

Assemblies and collective worship, praise and reward system, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in our school community.

Class teachers deliver the weekly lessons to their own classes often as Class Discussions (KS2) or Circle Time (KS1)

## **Relationships Education**

***What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?***

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy.

## **Health Education**

***What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?***

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

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 Unit.

## **Sex Education**

The DfE Guidance 2019 recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At AGLF, we believe children should understand the facts about human reproduction before they leave primary school. Our established Sex Education programme has historically been taught in Year 6 covering the following key units.

1. What happens during puberty?
2. How boys' bodies grow and develop.
3. How girls' bodies grow and develop.
4. How babies are made.
5. Enjoying growing up.

To access the materials, please click on the following link

[https://www.healthpromotion.ie/health/inner/busy\\_bodies](https://www.healthpromotion.ie/health/inner/busy_bodies)

“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.

At AGLF puberty is taught as a statutory requirement of Health Education. We believe 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. (Year 6)

### **Roles and Responsibilities**

The Governing Body will approve the PSHE Policy (Last approved in 2019) and hold the headteacher to account for its implementation. The Senior Leadership Team will work with PSHE Subject Leader to ensure PSHE and RSE is taught consistently across the federation in accordance with this policy.

Staff and the subject leader are responsible for:

Delivering RSE in a sensitive way

Modelling positive attitudes towards RSE

Monitoring the implementation of the policy

Responding to the needs of individual pupils

Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory element of the programme.

The headteacher is responsible for managing parental requests to withdraw their child from the Relationships and Sex Education aspects of the PSHE curriculum

### **Monitoring and Review**

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

# Appendix 1 Songs In The Key of Linham

Musical Compositions to support the delivery of the PSHE Curriculum throughout the Ardleigh Green Learning Federation

## **The Vision**

Songs in the Key of Linham explores spiritual, moral, social, and cultural development for Key Stage 2 pupils through upbeat popular music in a variety of styles.

Created by composer Andrew Linham for Ardleigh Green Junior School, these eight songs represent a larger body of work which look at the challenges that children face and positive ways of making the world a better place.

## **The Songs**

### **Welcome To Ardleigh Green**

One of the first primary education songs ever commissioned to Andrew, this upbeat song with lyrics from the Year 6 of 2013 celebrates the values at the heart of Ardleigh Green Junior School.

### **The Five RRRRR's**

This Beatles inspired song with multiple key changes explores the important requirements of school; being ready, responsible, resourceful, resilient and reflective with a 1960's shuffle beat.

### **We Shall Be First**

This catchy school song in the style of several contemporary musicals iconically captures the spirit of Ardleigh Green, with cheeky lyrics and scat singing through a deeply interwoven message that drives to the values at the heart of our school.

### **Start To Be Great**

A newer song in the collection created in response to a quote displayed in our foyer, this encourages children to believe they can do anything through the medium of rock and roll.

### **Growing Ardleigh Greener**

This joyful medley creatively amalgamates several of these songs together in overlaid parts to full reflect the vision and values found in our school .

### **School Is An Adventure**

Every day at school should be an adventure of new learning, critical thinking and friendship through unity. The bouncy pop tone is ready for any and every dance move you can throw at it!

### **Dream Big**





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A vision for the future. The aspirational message of self belief encourages each of us that if we work hard we can achieve anything, echoed in the catchy chorus of 'Dream Big, Not Small'.

## **Share What You've Got With All**

Composed for the Harvest Festival in 2017, this has become a staple of our annual celebration with a familiar lilt and uplifting attitude best fitting sharing all of our blessings with others.

## **Show Confidence**

Written to inspire confidence in those that would otherwise be without, this 80's power ballad is overtly dramatic and gives opportunities for confidence like which you may never have seen before.

## **Show Determination**

This song about making a continued effort in the face of difficulties has a Grease style energy that can't help but to get you tapping your foot.

## **No Matter Who You Are**

Inspired by a discussion about respect, the bluesy swing of this song celebrates our differences and teaches empathy and understanding (particularly towards badly mimed guitar solos!).

## **Worldly Wise**

Teaching us to be resilient, ready to be our best selves and to adapt to the world around us through some heavy boogie boogie and a little rock and roll. Created in conjunction with Hacton Primary School and their *Worldly Wise* project.

## **Global Mindset**

A challenge for us all to take collective social responsibility. A call to citizens of the world through punchy 1980s synthesizers and some cheesy rapping.

## **Be The Change**

How can we be the change we want to see? With a hint of latin and afro cuban, this groovy tune full of vocal riffing will have pupils and parents alike dancing in the aisles!

## **Not All Heroes Wear Capes**

Full of chugging guitars and honking saxophones this is a reminder that we each have the potential to be a hero (capes not included).

## **We Are All The Same**

This gospel infused celebration of what makes each of us unique preaches unity and equality inspired by Rochelle Humes' latest book *The Mega Magic Hair Swop*. Better dig out your tambourine!



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## **The Remembrance Song**

Composed for our Remembrance festival in 2018, this candidly sombre song carefully reminds us how lucky we are to experience the world we currently live in and be thankful for those who died for us.

## **Don't Stop Learning**

This groovy song complete with doowop actions explores resilience within the school day in an energetic way.

## **Sharing Is Caring**

Developed as a sister song to 'We Are So Lucky', this song specifically explores our capacity to share in an increasingly selfish world through an upbeat 1930's showtune.

## **Read All About It**

Commissioned to celebrate World Book Day, this rap influenced song names many famous works of literature through tongue twisters and word play with an upbeat groove.

## **The Creativity Song**

This song seeks to encourage creativity in every way, from unsuccessful paintings to terrible songs, from awful poetry to wonky pottery, every moment of creativity should be celebrated as, to quote the song, 'it's the way life's meant to be'.

## **Fluency Five**

Written to assist exploration of the Maths Curriculum, this Broadway style show tune is frustratingly catchy and underpins the objectives at the heart of the Year 4 Maths programme.

## **Thank You To My Friends**

After reading a Year 5 student's first published novel, this celebration of friendship is a calm and thankful response to how lucky we are to have supportive friends around us.

## **Will You Be My Friend?**

Aimed at the younger members of the Ardleigh Green family, this song encourages inclusivity in an upbeat and positive way through electro-swing.

## **Sergeant Linham's Social Distance Land**

This collection of songs was specifically written during the COVID-19 pandemic of 2020. These four songs were shared with the pupils digitally through our online learning platforms and live stream singalongs as positive encouragements during a time when being positive was a challenge.



## **Quarantine at Ardleigh Green**

Written the day before the first Lockdown, the video of this song went viral over Facebook with the catchy message to 'wash those dirty hands' (and grab your tambourine!).

## **Shine Your Light**

This song focusses on the difficulties of positivity and is a subtle reminder of resilience in the face of adversity through a 1980's power ballad full of guitars with lots of chorus.

## **Closer From A Distance**

This song became somewhat of a school anthem throughout the Facebook livestream singalong sessions of the second UK Lockdown, bringing together not only students but staff, parents, governors and ex-pupils to be reminded that although we are physically apart, moments like this bring us closer together.

## **Our Greatest Challenge**

This energetic and groovy song features some hip rhythms and trendy time signatures about overcoming obstacles and challenges, be them major life events or the struggle to get out of bed in the morning!



## Appendix 2



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

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents 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:

	<b>Pupils should know...</b>	<b>How Jigsaw provides the solution</b>
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• R1 that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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).</li> <li>• 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</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> <li>• Being Me in My World</li> </ul>



<p><b>Caring friendships</b></p>	<ul style="list-style-type: none"> <li>• R7 how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>	
<p><b>Respectful relationships</b></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• R13 practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• R14 the conventions of courtesy and manners</li> <li>• R15 the importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• R19 the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>	



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<p><b>Online relationships</b></p>	<ul style="list-style-type: none"> <li>• R20 that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• R23 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>• R24 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><b>Being safe</b></p>	<ul style="list-style-type: none"> <li>• R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• R32 where to get advice e.g. family, school and/or other sources.</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>



## 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:

	<b>Pupils should know</b>	<b>How Jigsaw provides the solution</b>
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• H1 that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• 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.</li> <li>• H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>• H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• 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.</li> <li>• H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>• 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</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>control their emotions (including issues arising online).</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• H11 that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• 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.</li> <li>• H14 why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• H16 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>• H17 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>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• H18 the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• H20 the risks associated with an inactive lifestyle (including obesity).</li> <li>• H21 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>





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<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• H22 what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• H23 the principles of planning and preparing a range of healthy meals.</li> <li>• 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).</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>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>	
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>• H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• 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.</li> <li>• H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• H31 the facts and science relating to immunisation and vaccination</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>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• H32 how to make a clear and efficient call to emergency services if necessary.</li> <li>• H33 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>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• H35 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>

