



# **TWEENDYKES SCHOOL**

## **Personal Development policy**

**Inclusive of:**

**PSHE (Personal, social, health and  
economic) education.**

**Relationships and Health  
Education (Statutory from  
September 2020, and our  
position on RSE- Relationships  
and Sex Education)**

Date of Policy: Sep 2021

Review Date: Sep 2022 Reviewed September 2022

Reviewed Sept 2023

Next review Sep 2024

### **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.

### **PSHE (Personal, Social, Health and Economic)**

Here at Tweendykes we value PSHE as one way to support children's Personal Development. To enable the children to be:

- supported to recognise that we are all unique and that should be celebrated and enjoyed,
- to be supported to have an understanding of the world they are growing up in, learning how to live alongside, and show respect for, a diverse range of people.
- Will be supported to form safe and positive relationships in the real world and online
- Will learn how to keep themselves as safe and as healthy as they can be
- Will be supported to gain the skills needed to manage their lives now and in their future as individuals, members of their family and of the community, integrated employability.
- Will be supported to learn about the different roles and responsibilities there are within their community.
- Will be supported to learn 'British Values' including democracy, rule of law, Individual liberty, Mutual respect and tolerance of those with different faiths and beliefs.

At the heart of the curriculum is a coordinated and child centred approach to safeguarding and promoting the welfare of children and young people.

We know that people and young people with Special Educational Needs are more vulnerable to many forms of abuse and, as such, we recognise the importance of 'Teaching Safeguarding'. This is primarily achieved through our PSHE and RSE curriculum and is a fundamental part of our pupils' safety and wellbeing, now and for the future. Our PSHE curriculum includes: Statutory PSHE and RSE curriculums in line with the government guidelines, as well as on an individual needs' basis, online safety and finally

Personal Development guided by person centred planning as part of the EHC process. See the schools Child Protection Policy and point 3.i) “Teaching Safeguarding”.

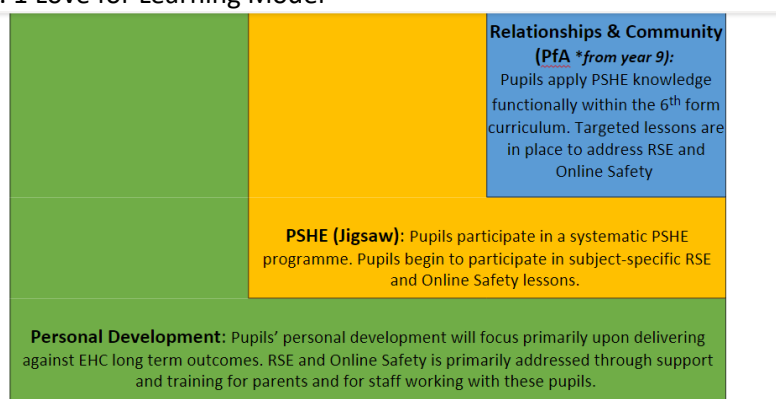
We include the statutory Relationships and Health Education within our whole-school PSHE Programme. Pupils will also have their Personal PSHE outcomes through their EHC. To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children’s needs.

The 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. This is subsequently differentiated to meet pupils’ personal and developmental learning needs. 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.

As part of our “Love for Learning” model, all pupils will access a PSHE curriculum. Pupils working at lower levels, will access PSHE through the foundation curriculum as well as engaging with aspects of their Personal Development See Fig. 1

Fig. 1 Love for Learning Model



## Love for Learning: Personal Development

### 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

“Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety, and recognise that **a one size fits all approach may not be appropriate for all children**, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.”

KCSIE 2021 p.32

“Schools should consider all of this as part of providing a broad and balanced curriculum (colleges may cover relevant issues through tutorials). This may include covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools).”

KCSIE 2021 p.32

“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

“Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.”

DfE Guidance p.15

“Schools should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.”

DfE Guidance p.15

“In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.”

DfE Guidance p.15

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 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).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

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

#### **Whole-school approach**

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

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	Year 1 term 3	Changing me	Includes Relationships and Sex Education in the context of coping positively with change
	Year 2 term 1	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
	Year 2 term 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
	Year 2 term 3	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss

At Tweendykes School we deliver PSHE at least once each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These lessons are reinforced and enhanced in many ways:

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

Class teachers deliver the weekly lessons to their own classes.

Relationships and Sex Education is not only delivered through planned sessions as part of the long-term plan, but also throughout the year on an individual needs' basis. Teachers will use progression documents and ladders to identify and assess pupils' next steps in learning for both PSHE and RSE. This will also inform pupil assessment

## Relationships Education

***What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school? Most pupils at Tweendykes School will have accessed Relationships Education at Primary level before they leave Tweendykes. Some pupils will access***

**more advanced material depending upon individual learning needs. Some pupils will follow a Relationships curriculum based on Engagement Steps, IMPACTS and EHC outcomes.**

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

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

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

## **Health Education**

***What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school? Most pupils at Tweendykes School will have accessed Health Education at Primary level before they leave Tweendykes. Some pupils will access more advanced material depending upon individual learning needs. Some pupils will follow a Health Education curriculum based on their Personal Development needs (as set out in their EHCs).***

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

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

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

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

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

## **Sex Education**

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. At Tweendykes, we cater for both Primary and Secondary aged pupils. We believe the Primary curriculum is appropriate for most of our pupils. Some pupils will have access to Secondary learning topics, where appropriate, delivered in a way to meet individual learning needs.



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

Schools are to determine the content of sex education at primary level (phase 1). 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 Tweendykes School, we believe children should be supported to understand the facts about human reproduction.

We define Sex Education as understanding human reproduction and we intend to teach this as part of PSHE in Phase 2 and 3.

Our staff will build upon pupils' prior knowledge and identify any misconceptions and vulnerability around their understanding of relationships and sex. Our whole school approach will allow pupils to feel confident, share and celebrate their learning in a supportive environment. Ultimately relationship and sex education at Tweendykes will support each pupil to be happy, healthy and safe, celebrating diversity, individuality and pupil voice.

Catering for pupils and students with severe and complex needs, aged 3-19, the school has a commitment to the development and delivery of a positive relationships and sex (RSE) education.

Relationships education forms an integral part of the school curriculum, and whilst sex education is seen as part of the wider programme of health education for pupils and students, it is important that these sensitive issues are addressed if pupils are to gain skills to deal with life - its joys as well as its hazards. Dedicated time is given to this area of the curriculum. The relationships education is sensitive to the different needs of individual pupils and the school recognises that this education will need to evolve and adapt over time as the pupil population changes.

High quality teaching and learning in the school is based upon high quality support for learning. It is the support for learning around the relationships education which the school puts into place which is of paramount importance, of which direct teaching is only one aspect. Some pupils may access direct teaching on the subject, whereas other pupils may need to learn more rudimentary skills which can help them keep safe.

This involves highly individualised programmes to meet the specific needs of individual pupils. We assert the view that people with learning disabilities should not be excluded from forming loving and caring relationships during their lives. Partnership between school, home and outside agencies is crucial in ensuring the success of this programme.

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

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

At Tweendykes, the work we do with parents is such an important part of not only keeping our children safe and happy, but ensuring that the curriculum we deliver is appropriate to each individual child. We offer parents the opportunity to learn about our approach to teaching RSE through parent support meetings and also give the opportunity to meet visiting professionals to discuss specific individual issues relating to RSE. This work means that parents feel confident in the school's approach to teaching RSE. Whilst we understand that parents still have the right to withdraw, we hope with this inclusive approach that parents feel confident in the school's approach to teaching RSE at an appropriate level for their child.

At Tweendykes School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit) throughout phase 1,2 and

3. We conclude that sex education refers to Human Reproduction, and therefore the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g. will not be delivered until Secondary age (Phase 2 and 3). Parents do have the right to withdraw pupils from Sex Education lessons up until 3 terms before the child's 16<sup>th</sup> birthday. Before the request is granted, the head teacher will invite parents to discuss the request and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Phase 2 (Year 4 Lesson 2 Jigsaw materials) (Having a baby)

Phase 3, (Year 5 Lesson 4 Jigsaw materials) (Conception)

Phase 3 (Year 6, Lesson 4 Jigsaw materials) (Conception, birth)

The school will inform parents of this right by providing the information on the school website and class teachers will inform parents of the up-and-coming curriculum and the right to withdraw.

### **Monitoring and Review**

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

### **Equality**

#### **This policy will inform the school's Equalities Plan.**

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics..."

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

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

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

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

Jigsaw PSHE documents needed to explain this policy:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)
- Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?

## 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 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>• 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 importance of spending time together and sharing each other's lives.</li> <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>	<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>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p>

	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>
<b>Being safe</b>	<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> <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>	<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>• 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> </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>

	<ul style="list-style-type: none"> <li>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>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>
<b>Physical health and fitness</b>	<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>
<b>Healthy eating</b>	<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> </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>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>	
<b>Drugs, alcohol and tobacco</b>	<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> <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>	<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>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>
<b>Changing adolescent body</b>	<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>





