



St. Mary's Church of England VC Infant School

'Sharing, Caring, Learning and Loving with God'

St Mary's Way

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PHSE Policy

including the Statutory Relationships Education Policy

This policy covers our school's approach to PSHE and the statutory Relationships Education, which can be found on pages 3 & 6.

Policy Review:

This Policy will be reviewed by the staff every year

Reviewed	June 2025
Next Review	June 2026

Our Vision

We aspire to be a community living life in all its fullness. We share, care, learn and love with God, valuing the dignity and respect of all humanity and creation. Through the power of the Holy Spirit Jesus' Kingdom comes and everyone can flourish together.

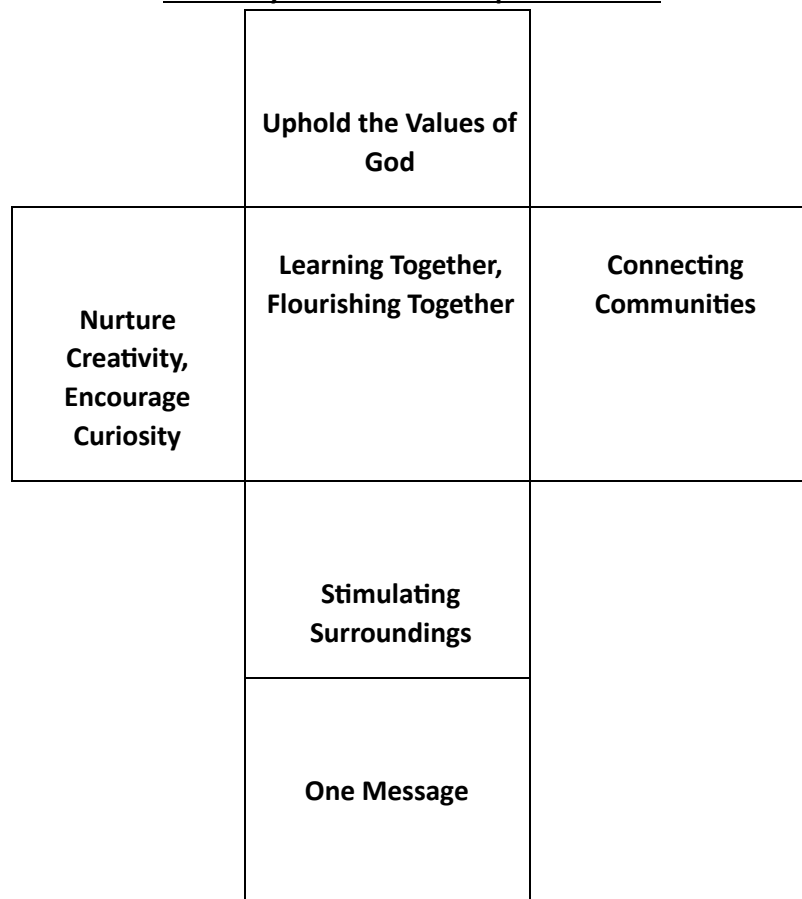
Our Mission

'Sharing, caring, learning and loving with God.'

Our Values

Friendship, Perseverance, Respect, Trust, Thankfulness, Humility, Generosity, Forgiveness, Courage, Peace, Compassion, Responsibility, Dignity

Our 6 Key ideals that underpin our vision



Understanding our vision

Our 6 key ideals were created through the input of all stakeholders as being important factors in what we want from our school every day.

'We aspire to be a community living life in all its fullness' (John 10:10) Church of England vision for Education

'Sharing, Caring, Learning and Loving with God' (School's mission statement)

'Valuing the dignity and respect of all humanity and all creation' (Reference to Jonah and the Whale and the Church of England vision)

‘Through the power of the Holy Spirit’ (The importance of the Holy trinity and that we can’t do it alone. We must work together.)

‘Jesus’ kingdom comes.’ (Themed verse, Lord’s Prayer and the goal of the school for us to create a peaceful and successful kingdom)

Flourish: Achievement

Together: Community

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.

Relationships Education

We believe Relationships Education is important for our pupils and our school because it teaches the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults.

The spiritual statement for PSHE in St Mary’s Infants School states “PSHE, which includes Relationships Education, teaches our children to live by the values of compassion, dignity and respect and treat everyone as equals to live a fulfilled life. ‘All are made in the image of God and loved by God’. (Genesis 1:27) Through the example of Jesus, all are called to live embodied, fulfilled human lives”. Other core values will include:

- the importance of stable, loving relationships
- rights, responsibilities and the law
- equality and acceptance of diversity
- kindness and generosity
- honesty

PSHE

At St Mary’s Infant School, we teach Personal, Social, Health Education as a whole-school approach to underpin children’s development as people and because we believe that this also supports their learning capacity. Our Relationships Education programme is an integral part of our whole school PSHE education provision.

“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

Here, at St Mary’s Infants School we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children’s learning in this vital curriculum area.

The overview of the programme can be seen on the school website on the PSHE section. The curriculum is flexible and there may be times when we need to change the planned focus to meet the needs of a particular class or to respond to an event in the community.

This significantly contributes to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Statutory Relationships and Health Education

St Mary's Infant school delivers the statutory Relationships Education and Health Education curriculum. We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

It is important that children understand that there are rules and laws in place and that they are there to protect them. We talk about such rules and laws in terms of what makes good and healthy relationships. Relationships Education helps to keep children safe in a world where they are potentially exposed to images and mixed messages about relationships on different medias such as television, in pop music lyrics and on the internet.

We strongly believe that this curriculum is at the core of what we do and enables our children to become independent, confident, healthy and responsible members of society, as well as developing them emotionally, morally, socially and spiritually. Through our approach to PSHE, it is our belief that excellence in these areas will lead to excellence across the curriculum and beyond in later life.

"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."

"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

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 document is included on our website under the PSHE section.

The programme content is regularly updated and gives teachers the confidence they are using up to date teaching resources.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)

- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

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

What do we teach in PSHE, when and who teaches it?

Whole-school approach

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

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

Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change
		Please note that in year 1 and 2 the children will be taught the correct name for the following parts of the body: penis, testicles, vulva, vagina, anus, bottom and nipples.

At St Mary's Infant School, we allocate 45 minutes for KS1 and 20 minutes for EYFS to PSHE (Including Relationships Education) each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit 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. The whole school will take part in a wellbeing unit, which is cross curricular with P.E, in Spring 2 with external companies coming to deliver workshops to support the children's wellbeing and mental health. They will also be taught Yoga and about healthy eating. The children all belong to a house team where they must display effective learning behaviours to be awarded points. This supports the children to learn about individualism, people having different strengths and working together for a common goal.

Class teachers deliver the weekly lessons to their own classes.

Relationships Education

We define Relationships Education as teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. This is underpinned by our school's values, context and ethos.

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

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

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

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

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

Parents do not have the right to withdraw their child from Relationships Education.

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'.

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). At St Mary's Infants we will teach the children the correct names for a vagina, vulva, anus, testicles and penis in the Changing Me Puzzle (unit) from year 1.

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

Sex Education

As an infant school, none of our relationships education involves the teaching of sex. Our lessons that teach pupils about their body-parts and how their bodies change are part of the health curriculum and are an essential part of our wider safeguarding curriculum. In science children learn that animals, including humans, have offspring that grow into adults. They are introduced to the concept of reproduction and growth but not how reproduction occurs.

At St Mary's Infant School we will not be teaching the children sex education. This will be taught in the Junior school your child will attend and may be included in the compulsory science curriculum in KS2.

Monitoring and Review

How the children's learning is assessed and monitored?

The evidence of the progress the children are making in this subject will be collated in a number of different ways; in their topic books, in a class learning journey book where their names are written next to their individual comments, through teacher assessments recorded against the progression of skills document for each lesson and through class work that is displayed in the classroom on a PSHE working wall. Teachers will be able to identify children that are not making the expected progress and provide additional support to help them to catch up. Termly pupil progress meetings will also highlight and address this issue as well as identifying the children that are working above the expectations.

Equality

At St Mary's Infant 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.

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.

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum". This will not be talked about within St Mary's Infants, however children will see pictures of families that are made up of different dynamics such as with two mummies or two daddies.

At St Mary's Infant School we promote respect for all and value every individual child, this is fully in line with the Equality Act 2010. Activities will be planned to ensure the participation of all pupils, in line with our equality duties with due regard to disability, gender reassignment, 'race' and ethnicity, religion or belief, sex and sexual orientation.

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

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 example, in our teaching about different families we talk about all different family units including looked after children, families with two mummies or two daddies, this will be done by showing the children pictures of families with differing dynamics and then discussing what the children notice, we only talk about what the children can see and don't discuss details further, e.g., "some families have two mummies".

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

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

It also asserts:

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

Activities will be planned to ensure the participation of all pupils, in line with our equality duties with due regard to disability, gender reassignment, ethnicity and culture, 'race' and ethnicity, religion or belief, sex

(male/female/agender) and sexual orientation. RSE and Health Education must be accessible for all pupils. Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.

Involving Parents and Carers

Parents and carers are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. Due to this the school believes that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHE programme.

Parents and carers are/will be given the opportunity to find out about and discuss the Jigsaw PSHE programme through:

- Whole school parent/carer Jigsaw consultation meeting. There is a PowerPoint to help deliver this but can only be used in school.
- Information leaflets:

Jigsaw information leaflet for parents and carers:

<file:///E:/2019%20Reception/PSHE%20SUBJECT%20LEADER/Jigsaw%20resources/Parents/Jigsaw-InformationLeaflet-for-Parents-and-Carers-2020.pdf>

RSHE a guide for parents and carers:

[file:///E:/2019%20Reception/PSHE%20SUBJECT%20LEADER/Jigsaw%20resources/Parents/RSHE-AGuide-for-Parents-and-Carers-leaflet-2020%20\(2\).pdf](file:///E:/2019%20Reception/PSHE%20SUBJECT%20LEADER/Jigsaw%20resources/Parents/RSHE-AGuide-for-Parents-and-Carers-leaflet-2020%20(2).pdf)

Jigsaw LGBT parent leaflet:

<file:///E:/2019%20Reception/PSHE%20SUBJECT%20LEADER/Jigsaw%20resources/Parents/Jigsaw-LGBTParent-Leaflet-A4.pdf>

Jigsaw 3-11 and statutory Relationships and Health Education (mapping document) This document shows when the areas in the **Relationships Education in Primary schools – DfE Guidance 2019** is taught to the children:

<file:///E:/2019%20Reception/PSHE%20SUBJECT%20LEADER/Jigsaw%20resources/CONTENT%20OVERVIEW/UK-3-11-and-Statutory-Relationships-and-Health-Education-Map.pdf>

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:

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • 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. • 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. • 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. • 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). • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • 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. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World

Online relationships	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • 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. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference
	<ul style="list-style-type: none"> • how information and data is shared and used online. 	
Being safe	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, how to report concerns or abuse, and the vocabulary and confidence needed to do so. where to get advice e.g. family, school and/or other sources. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

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

Internet safety and harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. 	All of these aspects are covered in lessons within the Puzzles
	<ul style="list-style-type: none"> • 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. • 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. • why social media, some computer games and online gaming, for example, are age restricted. • 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. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. where and how to report concerns and get support with issues online. 	<ul style="list-style-type: none"> • Relationships • Healthy Me
Physical health and fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. 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. the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health. 	All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none"> • Healthy Me
Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none"> • Healthy Me

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