



# Robinswood Primary Academy

# **Relationship and Sex**

# **Education Policy**

Robinswood Primary Academy is part of the Greenshaw Learning Trust.

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# **Robinswood Primary Academy**

## **Relationships and Sex Education Policy**

March 2024

This Policy applies to Robinswood Primary Academy and all governors and staff of the school must abide by this policy which has been adopted in accordance with and pursuant to the HR Policy of the Greenshaw Learning Trust.

It is the responsibility of the governing body and Headteacher of the school to ensure that their school and its staff adhere to this policy. In implementing this policy school staff must take account of any advice given to them by the GLT Chief Executive Officer and/or Board of Trustees.

This policy is subject to the GLT HR Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT HR Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence.

If there is any question or doubt about the interpretation of this, the GLT Director of People should be consulted.

### **Approval and review:**

This policy is the responsibility of: Alison Walker Headteacher  
This policy was approved by the Governing Body on: 12th March 2024

Robinswood Primary Academy is part of the Greenshaw Learning Trust. The Greenshaw Learning Trust is a charitable company limited by guarantee, registered in England & Wales, company number 7633634.

## **Robinswood Primary Academy**

### **Relationship and Sex Education Policy**

#### **1. Statutory requirements**

Robinswood Primary Academy is required to provide a curriculum that is broad and balanced in accordance with Section 78 of the Education Act 2002.

Robinswood Primary Academy must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#). In teaching relationships education the school is required to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the Education Act 1996, Published 25 June 2019. We are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

#### **2. Policy aims**

By providing comprehensive relationships education Robinswood Primary Academy is not encouraging pupils to become sexually active at a young age.

The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

Through the provision outlined in this policy we also aim to raise pupils' self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media.

We seek to teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them.

We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

#### **3. Roles and responsibilities**

##### **School staff**

The school provides regular professional development training in how to deliver relationships education so that all school staff feel comfortable to take PSHE classes and answer questions from pupils. If a teacher does not feel confident leading such discussions then that is likely to be reflected by the pupils, and their

learning will be compromised.

This includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching relationships education is so important.

There are certain members of the school leadership team, such as the Headteacher, who will hold more responsibility for ensuring that the school's relationships education provision is relevant to our pupils and is effective, but this is generally a responsibility for all staff members and the school expects staff to voice opinions and share expertise in this area.

**Senior leaders will:**

- Develop this school policy and review it annually. This policy is developed in consultation with school parents/carers, pupils and staff to ensure that it meets the needs of the whole school community.
- Parents/carers were consulted and invited to comment on the content of the curriculum and policy via letter and email. All responses were considered when completing the policy.
- All school staff were given the opportunity to look at the policy and make recommendations
- Ensure that all staff are given regular and ongoing training on issues relating to relationships education and how to deliver lessons on such issues.
- Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to relationships education.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of relationships education / relationships and sex education to pupils. This may be because they do not feel that their training has been adequate or that aspects of the curriculum are in conflict with their religious beliefs.
- Ensure that relationships education is age- relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.
- Ensure that the knowledge and information regarding relationships education to which all pupils are entitled is provided in a comprehensive way.
- Support parental involvement in the development of the relationships education curriculum.
- Ensure that their personal beliefs and attitudes will not prevent them from providing a balanced relationships education in school.
- Communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for relationships education, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate. We want the provision of relationships education at home to be complementary to the provision the school provides, and this

should be clearly communicated to parents/carers and additional support given where necessary or requested.

- ensure that SRE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of relationships education.

#### **All staff will:**

- Ensure that they are up to date with school policy and curriculum requirements regarding relationships education. If a member of staff feels that any areas are not covered or inadequately provided for they should report that to the Headteacher.
- Attend and engage in professional development training around relationships education provision.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. Any potential safeguarding concerns must be referred to the DSL through the online reporting mechanism CPOMS.
- Provide regular feedback to their managers on their experience of teaching relationships education and student response.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced relationships education in school.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs. If a member of staff needs support in this area they should speak to the SENCO.

#### **Pupils**

Pupils are expected to attend relationships education classes that are in their school timetable and take them seriously. Although they are not assessed, these classes are still a very important part of the curriculum and a tool to aid personal development and the school expects pupils to recognise this.

Pupils should support one another with issues that arise through relationships education. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behaviour will be dealt with under the school behaviour policy.

Pupils should feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to relationships education or otherwise.

Conversations of this nature between staff and pupils will be held in confidence; however staff must take concerns to the DSL using the online referral system CPOMS if there is a child protection concern or they feel ill-equipped to deal with the issue at hand.

Pupils will be asked for feedback on the school's relationships education provision annually, by the Headteacher. Opinions on provision and comments will be reviewed by senior managers and taken into consideration when the curriculum is prepared for

the following year's pupils. In this way, the school seeks to provide pupils with the education they need on topics they want to learn about.

### **Parents/carers**

The school expects parents/carers to share the responsibility relationships education and support their children's personal, social and emotional development.

We encourage parents/carers to create an open home environment where their children can engage, discuss and continue to learn about matters that have been raised through the school's relationships education. Parents/carers are also encouraged to seek additional support in this from the school where they feel it is needed. For information on accessing school support, see section 5.

## **4. Implementation, delivery and curriculum**

It is important that the school's relationships education policy is implemented consistently and effectively throughout the school. Teachers are encouraged to provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.

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

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

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 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.

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 drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise.
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss.
Summer 2	Changing me	Includes Relationships and Sex Education in the context of coping positively with change.

At our schools we allocate 30 to 60 minutes to PSHE 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.

Class teachers, or adults who take the class during the weekly planning, preparation and assessment time (PPA) deliver the weekly lessons to the classes.

Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding relationships. It is important that pupils know the difference between fact, opinion and belief.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting

sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

### **Relationships Education**

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

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**

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 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**

Within our schools, we believe children should understand the facts about human reproduction before they leave primary school so this is taught as part of the PSHCE curriculum.

At Robinswood Primary Academy puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude 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 i.e. the Jigsaw Changing Me Puzzle (unit) e.g.



Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

As a school we are aware of the sensitivity around this subject and we give parents/carers a letter describing what is going to be taught, the opportunity for discussion about the lesson with the class teacher and the opportunity for the child to be not present during the lesson. "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 The school will inform parents of this right by letter prior to the commencement of the unit of work

### **Guest speakers**

Guest speakers may be invited into school to talk on issues related to relationships. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy and required to comply with the guidelines outlined within it.

### **Terminology**

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

### **Dealing with difficult questions**

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from any of the Designated safeguarding leads or SLT.

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might using an anonymous suggestion box or emphasizing that the classroom is a safe place.

### **Pupils with special educational needs**

The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to relationships education.

The school will use a variety of different strategies to ensure that all pupils have access to the same information. interactive teaching methods e.g. contraceptive card game.

- use of expert guest speakers.
- practical activities.

- using DVDs or video.
- group and paired activities.

## **5. Withdrawal from relationships education**

The school aims to keep parents/carers informed about all aspects of relationships education curriculum and urges parents/carers to read this policy. Parents/carers can request access to resources and information being used in class, and the school will do everything it can to ensure that parents/carers are comfortable with the education provided to their children in school.

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the teaching of sex education other than that delivered through the science curriculum and Headteachers will automatically grant a request to withdraw a pupil.

## **6. Complaints**

Parents/carers who have complaints or concerns regarding the relationships education curriculum should contact the school and follow the school's complaints procedure.

## **7. Equal opportunities**

Relationships education lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously, in the same way as bullying of any kind - the procedures regarding this are outlined in the school's behaviour policy.

## **8. Safeguarding and confidentiality**

The school seeks to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to a reference in accordance with the school's child protection and safeguarding procedure.

Personal information about pupils who have approached a teacher for discussion should only be shared where there is a concern through the online referral system with the DSL. -If there is a child protection concern, the information must be handled as outlined in the school child protection and safeguarding procedure. Staff members

that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's staff discipline, conduct and grievance procedures.

If a member of staff is informed that a pupil is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures and must be referred to the DSL immediately using the school referral system.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the SENCO to decide what is in the best interest of the child.

## **9. Monitoring, review and evaluation**

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide relationships education that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason we review the relationships education curriculum inline with the DfE publication updates, and will inform parents/carers of any revisions to this policy or relationships and sex education curriculum.

We will monitor the effectiveness of our relationships education provision through:

- termly feedback from pupils
- Yearly feedback from parents/carers
- feedback from staff
- classroom observations.

The school will review this policy annually, evaluating its effectiveness by taking into account feedback from pupils, staff and parents/carers, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

## **10. Support**

Pupils should feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to relationships education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

## Appendix

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### Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

The guidance states that, by the end of primary school:

	Pupils should know	How Jigsaw provides the solution
Families and People who care for me	<p>R1 that families are important for children growing up because they can give love, security and stability.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or</p>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Relationships Changing Me Celebrating Difference Being Me in My World</p>

	advice from others if needed.	
Caring Friendships	<p>R7 how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>	
Respectful relationships	<p>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</p> <p>R13 practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>R14 the conventions of courtesy and manners</p> <p>R15 the importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>R19 the importance of permission-seeking and giving in relationships with friends, peers and adults</p>	
Online	R20 that people sometimes behave differently online,	All of these

relationships	<p>including by pretending to be someone they are not.</p> <p>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.</p> <p>R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>R24 how information and data is shared and used online.</p>	<p>aspects are covered in lessons within the Puzzles Relationships Changing Me Celebrating Difference</p>
Being Safe	<p>R25 What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>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.</p> <p>R27 that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard,</p> <p>R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>R32 where to get advice e.g. family, school and/or other sources</p>	<p>All of these aspects are covered in lessons within the Puzzles Relationships Changing Me Celebrating Difference</p>

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
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<p>Mental wellbeing</p>	<p>H1 that mental wellbeing is a normal part of daily life, in the same way as physical health.  H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.  H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.  H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.  H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.  H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.  H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.  H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.  H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).</p>	<p>All of these aspects are covered in lessons within the  Puzzles  Healthy Me  Relationships  Changing Me  Celebrating Difference</p>
<p>Internet safety and harms</p>	<p>H11 that for most people the internet is an integral part of life and has many benefits.  H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.  H13 how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.  H14 why social media, some computer games</p>	<p>All of these aspects are covered in lessons within the  Puzzles  Relationships  Healthy Me</p>

	<p>and online gaming, for example, are age restricted.</p> <p>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.</p> <p>H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>H17 where and how to report concerns and get support with issues online.</p>	
Physical health and fitness	<p>H18 the characteristics and mental and physical benefits of an active lifestyle.</p> <p>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.</p> <p>H20 the risks associated with an inactive lifestyle (including obesity).</p> <p>H21 how and when to seek support including which adults to speak to in school if they are worried about their health.</p>	<p>All of these aspects are covered in lessons within the Puzzles Healthy Me</p>
Healthy eating	<p>H22 what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>H23 the principles of planning and preparing a range of healthy meals.</p> <p>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)</p>	<p>All of these aspects are covered in lessons within the Puzzles Healthy me</p>
Drugs, alcohol and tobacco	<p>H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p>	
Health and prevention	<p>H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>H28 the importance of sufficient good quality</p>	<p>All of these aspects are covered in lessons within the Puzzles Healthy Me</p>



	<p>sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>H31 the facts and science relating to immunisation and vaccination</p>	
Basic first aid	<p>H32 how to make a clear and efficient call to emergency services if necessary.</p> <p>H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	<p>All of these aspects are covered in lessons within the Puzzles Healthy Me</p>
Changing adolescent body	<p>H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>H35 about menstrual wellbeing including the key facts about the menstrual cycle.</p>	<p>All of these aspects are covered in lessons within the Puzzles Healthy Me Changing me</p>