# **VICTORIA DOCK PRIMARY SCHOOL**

**PSHE (Personal, Social, Health Education) Policy**

**(including Relationships and Health Education statutory from September 2020, and our position on Sex Education )**





***Working together for your children***

###### Created – October 2024

To be reviewed – October 2025

(Parental Consultation Letter sent September 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.

**Intent**

PSHE is an important part of our school’s ethos and is fundamental to developing children at Victoria Dock with knowledge, understanding, strategies and skills to live healthy, safe and responsible lives through our curriculum drivers which is unique to our school setting and community (see below). We are committed to ensuring that children are given opportunities to reach their full potential as well as developing well rounded, respectable children who are aware of their own and other’s emotions. PSHE learning within the school promotes positivity and inclusivity through a whole school approach. Children will also develop a secure understanding of the nine protective characteristics as shown in the Equality Act 2010. In our school we choose to deliver Personal, Social, Health Education and Relationships & Health Education through Jigsaw, the mindful approach to PSHE.

\*\*Parents will be consulted by letter every year about our RSE policy. We invite any comments or suggestions about Jigsaw or RSE at our school.

Please send any comments to [admin@victoriadock.hull.sch.uk](mailto:admin@victoriadock.hull.sch.uk) \*\*

A close-up of a card

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**Objectives/Pupil learning intentions:**

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

1. Have a sense of purpose
2. Value self and others
3. Form relationships
4. Make and act on informed decisions
5. Communicate effectively
6. Work with others
7. Respond to challenge
8. Be an active partner in their own learning
9. Be active citizens within the local community
10. Explore issues related to living in a democratic society
11. Become healthy and fulfilled individuals

**Implementation**

**Curriculum**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Being Me in My Own World | Celebrating Differences | Dreams & Goals | Healthy Me | Relationships | Changing Me |
| A cartoon character standing in front of a globe  Description automatically generated | A white cartoon character surrounded by colorful handprints  Description automatically generated | A cartoon character in a circle  Description automatically generated | A white character with different colored objects on a white circle  Description automatically generated with medium confidence | A circle of cartoon people holding hands  Description automatically generated | A cartoon character walking on a board  Description automatically generated |

Planning for PSHE is implemented through Jigsaw, in accordance with the Department for Education (DFE) document: Relationships Education, Relationships, and Sex Education (RSE) and Health Education. The DFE document states that *“The focus in primary schools should be on teaching the fundamental blocks and characteristics of positive relationships, with particular references to friendships, family relationships, and relationships with other children and adults.”*

Long term and medium-term planning have been developed using the Jigsaw scheme of work, demonstrating coverage and progression of the attainment expectations.

To ensure that children have the opportunity to engage with each of the learning objectives in a meaningful way, developing cross-curricular links, each year group work through 6 essential units of work (see below) taken from the Jigsaw scheme of work starting in the Early Years Foundation Stage, which are developed on each year throughout primary school.

**Statutory Relationships and Health Education**

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education…They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools.”

DfE Guidance p.8

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England…as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Here, at Victoria Dock Primary 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.

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 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. At the start of each unit an outline of the content will be sent to parents so they are informed about what the unit contains.

|  |  |  |
| --- | --- | --- |
| 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 |

**End of Early Years Foundation Stage (EYFS) children will**

Begin to develop and form positive relationships with adults and other children, this can be seen as they begin to show sensitivity towards others’ needs and feelings while playing cooperatively and understanding turn-taking. Children will also be developing their self-confidence and self-awareness by demonstrating that they can take risks in trying new activities. These children will be able to articulate when and how they need help, even in groups. Additionally, when managing feelings and behaviour, they are able to show and talk about their own emotions as well as those of others. They will also understand how to differentiate between positive and negative behaviour and understand that unacceptable behaviour will have consequences.

**End of Key Stage 1 children will**

Develop their awareness of themselves and others in contexts which are familiar to them, such as their home and school. They will also be able to understand how their behaviour impacts others around them and how to keep themselves happy and safe. The children will also be able to identify what makes us all individual, unique and celebrate diversity within Victoria Dock Primary School. Children will also be able to articulate their understanding of bullying and understand the negative impact this has. Children will be able to express how they feel when they succeed and can begin to work collaboratively in groups to achieve a common goal. Children will be able to understand how their body has changed from being a baby and can use the correct terms to describe parts of their body that are private; along with this, children will know how to take care of their bodies and mental health by leading a healthy lifestyle.

**End of Key Stage 2 children will-**

Be able to apply their understanding of themselves and others into the wider context of their communities and the world. Children will leave Victoria Dock Primary School with the skills and needed to be a well-rounded member of society with a concrete understanding of their emotions and how to manage them effectively. By building on their knowledge throughout primary school, children will have explored further the diverse world we live in and will have built an understanding of the negative impact discriminatory behaviour can have while showing empathy with victims of this crime. Children will also understand how their bodies change through puberty into adulthood. Children will also discover the complex emotional changes that they experience during this time in their lives. Furthermore, children will also have an understanding of the harmful impact that negative relationships with food, substances and media can have on their bodies and their mental health. Children will set themselves aspirational targets and will understand how their dreams and goals can be different to those of another child, from a different culture. By the end of Key Stage 2 children will be resilient and have the correct tools to deal with and overcome challenges and set backs. Children will be able to take their aspirations and apply them to the wider world allowing them to become a role model and a positive citizen.

At Victoria Dock Primary School we allocate 1 hour to PSHE each week 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 deliver the weekly lessons to their own classes or year groups.

**Relationships Education**

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

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

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

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**

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

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.

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

Schools are to determine the content of sex education at primary school. Sex education ‘should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born’.

**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 Victoria Dock Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the ‘Changing Me’ Puzzle (unit.)

At the start of each Jigsaw unit parents will be notified of the content in advance and any concerns regarding this and the right to withdraw should be directed to Mrs A Saunders in writing.

**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 Victoria Dock Primary 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?’

**SEND**

At Victoria Dock Primary School we ensure that all pupils are fully engaged within the broad and balanced curriculum, which we tailor to their individual needs. Where a child’s need prevents them from accessing the Age-Related Expectations for subjects, planning is tailored to meet the individual needs of all pupils. Each year as we review the policy, we also review and adapt lessons based on the SEND within the school and appreciate and celebrate these differences that make each of us unique.

**Resources**

All year groups and teachers have access to the Jigsaw materials, including lesson plans, power points, animations, internet links and videos to allow them to deliver a consistent PSHE curriculum across school. If parents wish to see the materials a request can be put in writing to the school office.

**Cross Curricular connections**

PSHE is embedded throughout the curriculum and is evident in daily classroom practice, through developing the pupil’s communication and collaborative skills, allowing it to underpin the fundamental skills of learning.

**Impact**

**Assessment**

Progress is assessed on an on-going basis against statements agreed with schools across the Constellation Trust. These statements are derived from the National Curriculum and are appropriate to the children’s stage of development.

Children’s work is recorded in either the whole class or individual Jigsaw Journals. At the end of each Jigsaw lesson children complete a self-assessment form relating to both the PSHE and Social and Emotional learning outcomes for each session.

**Monitoring**

The impact of the PSHE curriculum is monitored regularly by the PSHE Subject leader through pupil feedback, staff feedback, samples of work, discussions with teachers and learning walks. Systematic monitoring of all threads of PSHE informs the PSHE action plan and school development plan. The PSHE subject leader conducts regular audits of training needs of teachers and teaching assistants to improve their subject knowledge and confidence. Requests for training in PSHE can be made as part of individual teacher’s performance management plan.

**Roles and Responsibilities**

The school community works together to ensure the implementation of the PSHE policy. The Subject leader is responsible for monitoring the curriculum coverage and the impact of learning and teaching; and assists colleagues in its implementation. Subject leaders in other curriculum areas are responsible for recognising the links between PSHE and English, Mathematics, Science and other foundation subjects; and planning to use these to support learning across the school. The PSHE subject leader provides an annual report to governors on the impact of the PSHE curriculum and how resources are being effectively deployed. Governors may include PSHE in their learning walks around school. The class teacher is responsible for delivering an effective PSHE curriculum and integrating this into their planning or other subject areas where this is appropriate.

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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:

|  |  |  |
| --- | --- | --- |
|  | **Pupils should know…** | **How Jigsaw provides the solution** |
| **Families and people who care for me** | * 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. | All of these aspects are covered in lessons within the Puzzles   * Relationships * Changing Me * Celebrating Difference * Being Me in My World |
| **Online relationships** | * 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. * how information and data is shared and used online. | All of these aspects are covered in lessons within the Puzzles   * Relationships * Changing Me * Celebrating Difference |
| **Being safe** | * 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. | All of these aspects are covered in lessons within the Puzzles   * 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** | * 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. | All of these aspects are covered in lessons within the Puzzles   * Healthy Me * Relationships * Changing Me * Celebrating Difference |
| **Internet safety and harms** | * that for most people the internet is an integral part of life and has many benefits. * 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. | All of these aspects are covered in lessons within the Puzzles   * Relationships * Healthy Me |
| **Physical health and fitness** | * 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   * Healthy Me |
| **Healthy eating** | * 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   * Healthy Me |
| **Drugs, alcohol and tobacco** | * 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. * 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 | All of these aspects are covered in lessons within the Puzzles   * Healthy Me |
| **Basic first aid** | * 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. | All of these aspects are covered in lessons within the Puzzles   * Healthy Me |
| **Changing adolescent body** | * 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. | All of these aspects are covered in lessons within the Puzzles   * Changing Me * Healthy Me |