



## LEICESTER GRAMMAR JUNIOR SCHOOL

### PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE) POLICY INCLUDING RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE)

*This is one of the policies concerned with pastoral care and the curriculum. It should be read with regard to the policies safeguarding, pastoral care, anti-bullying, SMSC, SEND and Online Safety.*

*It should also be read in line with the Prevent Duty and the DfE guidance on Relationships, Sex and Health Education.*

*This is a whole school policy and as such refers to the EYFS.*

#### 1. INTRODUCTION

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.

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. Personal, Social Health and Economic Education (PSHE) is also compulsory.

We are confident that the Jigsaw Programme covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age-appropriate way.

This PSHE policy is also informed by:

[Keeping Children Safe in Education](#)  
[Respectful School Communities: Self Review and Signposting Tool](#)  
[Behaviour in Schools](#)  
Equality Act 2010  
[SEND Code of practice: 0 to 25 years](#)  
[Mental Health and Behaviour in Schools](#)  
[Preventing and Tackling Bullying in Schools](#) (advice for schools)

Promoting British Values as part of SMSC in schools  
SMSC requirements for independent schools

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

This policy is available on the school website. A paper copy can be requested from the school office.

## **2. AIMS**

The aims are set alongside the school mission statement which seeks to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community:

*The school is a co-educational centre of excellence in academic, musical, sporting and other areas of personal development within a Christian ethos.*

PSHE is taught as a whole-school approach and pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect British Values and our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

In our school we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE.

### **Objectives/Pupil learning intentions:**

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

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

### **Jigsaw Content**

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

<b>Term</b>	<b>Puzzle (Unit)</b>	<b>Content</b>
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Health and Relationships Education in the context of coping positively with change

At Leicester Grammar Junior School PSHE is timetabled weekly to allow PSHE knowledge and skills to be taught in a developmental and age-appropriate way. Jigsaw is timetabled for half an hour each week in EYFS. The session is often delivered by a teacher and nursery nurse team. Personal, Social and Emotional Development is a prime area of learning for EYFS and the Jigsaw curriculum is enhanced further with additional activities on a daily basis. KS1 and KS2 have a timetabled slot of one hour each week and class teachers are responsible for teaching and delivering the curriculum to their class.

These explicit lessons are reinforced and enhance in additional ways, including:

- Assemblies and collective worship
- Systems of praise and reward outlined in the LGJS Behaviour Policy
- Recognising national days
- Through child-to-child relationships
- Through adult-to-child relationships
- Through adult-to-adult relationships

### **Assessment and Recording**

Teachers will ensure children are making progress in their learning. Each Puzzle (unit of work) has a built-in assessment task, usually in Lesson (Piece) 6. For KS2 this should be completed and stored in the pupil's Jigsaw folder. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their opinions.

There is the option after every lesson for children to complete a self-assessment using the My Jigsaw Journey resource. For KS2 the self-assessments (if completed) should be stored in the individual My Jigsaw Journey folder. For EYFS and KS1 the teacher should lead a whole class discussion and one completed assessment sheet should be stored in the planning folder. All other PSHE work will be stored in the Jigsaw PSHE folder or via a Tapestry post.

Teachers will provide a written report to parents once a year to outline pupil participation and progress in PSHE lessons.

## **The Learning Environment**

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every lesson using The Jigsaw Charter. The charter is displayed in each classroom and includes the following:

### **The Jigsaw Charter**

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

## **3. RELATIONSHIPS EDUCATION, SEX EDUCATION, AND HEALTH EDUCATION**

Through lessons about relationships, health and sex education (RSHE), children begin to understand the difference between safe and abusive relationships and are equipped with skills to get help if they need it. They are taught about the importance of a healthy lifestyle and positive mental health, about online and offline safety.

RSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Drug and Alcohol Education Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Online Safety Policy
- Inclusion Policy
- RE Policy
- Safeguarding/Child Protection Policy

- Special Educational Needs Policy

## **Relationships Education**

Relationships Education at Leicester Grammar Junior School will cover:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

The expected outcomes for each element can be found later in this policy. A mapping document, 'Jigsaw 3-11 and Statutory Relationships and Health education' outlines how each element is covered at LGJS.

Many of the statutory requirements are covered in the Relationships Puzzle (unit) taught in Summer 1, but some outcomes are taught elsewhere. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

## **Health Education**

Health Education at Leicester Grammar Junior School will cover:

- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health prevention
- Basic first aid
- Changing adolescent body

The expected outcomes for each element can be found later in this policy. A mapping document, 'Jigsaw 3-11 and Statutory Relationships and Health education' outlines how each element is covered at LGJS.

Many of the statutory requirements are covered in the Healthy Me Puzzle (unit) taught in Spring 2, but some outcomes are taught elsewhere. Emotional and mental health is nurtured every lesson through the Calm Me Time. Social skills are grown every lesson through the 'connect' activity and respect is enhanced through familiarisation with the Jigsaw Charter.

Teaching children about puberty is now a statutory requirement which sits within the 'changing adolescent body' strand. In Jigsaw PSHE this is taught as part of the Changing Me Puzzle (unit) taught in Summer 2. At LGJS the PSHE curriculum is supplemented by science lessons delivered in Years 5 and 6.

## **Sex Education**

There is a DfE recommendation that primary schools have a sex education policy tailored to the age and the physical and emotional maturity of their pupils. However, parents/carers have the right to withdraw their children from sex education provided at school, excepting

those parts included in statutory National Curriculum Science and those parts included within Statutory Relationships and Health Education. Parents will be reminded of this right annually via the newsletter at the end of Lent term.

Puberty is a statutory requirement of Health Education and at LGJS this is covered in the PSHE Changing Me Puzzle (unit) taught in the summer term in Years 4,5 and 6 and in Year 5 and 6 science.

At LGJS we conclude that sex education refers to human reproduction. Identifying that National Curriculum Science requires primary aged children to have an understanding of how mammals reproduce we have opted to teach mammalian reproduction (including basic elements of human reproduction) within our science curriculum, not within PSHE or RSHE. We believe this is most appropriate for our pupils.

Our staff will be very happy to discuss the content with you if you have any concerns. Please contact Mrs Green (science teacher) and Mrs Strong (deputy head pastoral) in the first instance.

#### **4. MONITORING AND REVIEW**

The Safeguarding and Well-being Subcommittee monitor this policy on an annual basis and reports its findings and recommendations to the Board of Trustees as necessary. It is the responsibility of Trustees to ensure that:

- all pupils make progress in achieving the expected educational outcomes in regard to RSHE;
- RSHE is well led, effectively managed and well planned;
- the quality of RSHE provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

The monitoring and review process also includes opportunities to gather and respond to pupil, staff and parental feedback.

#### **5. EQUALITY**

The Equality Act 2010 covers the way the curriculum is delivered to ensure that issues are taught in a way that does not subject pupils to discrimination. At LGJS we have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

*“Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in*

*modelling positive behaviours. School pastoral and behaviour policies should support all pupils.” (DfE, 2019)*

At LGJS we promote respect for all and valued 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.

## **6. SAFEGUARDING**

Sensitive and controversial issues may arise during sessions and teachers are aware that sometimes disclosures may be made during Jigsaw lessons. If there is a belief that the child is at risk or in danger then the procedures outlined in the Safeguarding Policy should be followed as soon as possible following the disclosure. Safeguarding notes should always include the day, date and time of the disclosure and should be signed, alternatively they can be uploaded directly to CPOMS.

Issues addressed through the Jigsaw curriculum which may be sensitive and controversial (because they have a political, social or personal impact or deal with values and beliefs) include:

- family lifestyles and values,
- physical and medical issues,
- financial issues,
- bullying
- bereavement.

Teachers will take all reasonable measures to ensure that, where political or controversial issues are brought to pupils' attention, the presentation of opposing views will be balanced. Teachers will adopt strategies which seek to avoid bias and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

### **Answering difficult questions**

Both formal and informal RSE and Health Education arising from pupils' questions should be answered according to the age and maturity of the pupil(s) concerned. Questions do not need to be answered directly, and can be addressed individually later. LGJS believes that individual teachers should use their skill and discretion in this area and refer to the PSHE Coordinators, the DSL or the Headteacher if they are concerned.

LGJS believes that RSHE should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw lessons covering RSHE, the curriculum should be delivered in a manner to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. LGBT+ bullying is covered within the curriculum.





## APPENDIX 1

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

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

	<b>Pupils should know...</b>	<b>How Jigsaw provides the solution</b>
<b>Families and people who care for me</b>	<ul style="list-style-type: none"><li>• R1 that families are important for children growing up because they can give love, security and stability.</li><li>• R2 the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li><li>• R3 that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li><li>• R4 that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li><li>• R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</li><li>• R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"><li>• Relationships</li><li>• Changing Me</li><li>• Celebrating Difference</li><li>• Being Me in My World</li></ul>

<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>• R7 how important friendships are in making us feel happy and secure, and how people choose and make friends</li> </ul>	All of these aspects are covered in lessons within the Puzzles
	<ul style="list-style-type: none"> <li>• R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</li> <li>• R10 that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed</li> </ul>	<ul style="list-style-type: none"> <li>• Being Me in My World</li> <li>• Celebrating Difference</li> <li>• Relationships</li> </ul>
<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>• R12 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• R13 practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• R14 the conventions of courtesy and manners</li> <li>• R15 the importance of self-respect and how this links to their own happiness</li> <li>• R16 that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• R17 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• R19 the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Being Me in My World</li> <li>• Celebrating Difference</li> <li>• Dreams and Goals</li> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> </ul>

<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• R20 that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• R21 that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> </ul>
	<ul style="list-style-type: none"> <li>• R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• R24 how information and data is shared and used online.</li> </ul>	<ul style="list-style-type: none"> <li>• Celebrating Difference</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• R26 about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• R32 where to get advice e.g. family, school and/or other sources.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

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

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

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• H1 that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>• H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>
	<ul style="list-style-type: none"> <li>• H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>	

<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• H11 that for most people the internet is an integral part of life and has many benefits.</li> <li>• H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• H14 why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• H17 where and how to report concerns and get support with issues online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy Me</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• H18 the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• H20 the risks associated with an inactive lifestyle (including obesity).</li> <li>• H21 how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• H22 what constitutes a healthy diet (including understanding calories and other nutritional content).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p>
	<ul style="list-style-type: none"> <li>• H23 the principles of planning and preparing a range of healthy</li> </ul>	

	<ul style="list-style-type: none"> <li>• meals.</li> </ul> <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>	<ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>• H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• H31 the facts and science relating to immunisation and vaccination</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• H32 how to make a clear and efficient call to emergency services if necessary.</li> <li>• H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• H35 about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Changing Me</li> <li>• Healthy Me</li> </ul>

End of Guidance Appendix