

Mickle Trafford Village School

PSHE (Personal, Social, Health Education) Policy

(including Relationships and Health Education statutory from September 2020, and Sex Education)



Date of policy	Spring 2023
Date for Review	Spring 2026
Signed Headteacher	
Signed Chair of Governors	

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 should:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.
- Improve the educational outcomes for children, with further implications for the reduction of health problems (both physical and mental health)

This policy is written in conjunction with the following statements made by the Department of 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

Our PSHE policy is also 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).

AIMS AND VALUES

Our aim and values at Mickle Trafford Primary School through caring, learning and belonging, is to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives, to become informed and active citizens and develop healthy relationships.

OBJECTIVES

- To develop pupils' confidence and self-esteem.
- To develop pupils' knowledge and understanding about healthier lifestyles in order that they are able to make informed decisions.
- To provide young people with opportunities to listen to and contribute towards discussions around the different types of relationships they will come across, and be involved in at different stages in their lives and the skills needed to maintain these.
- To provide opportunities for young people to begin to develop an understanding of, and respect for, difference.
- To enable young people to begin to develop the skills necessary to protect themselves within various relationships.
- To enable young people to develop the ability to understand the consequences of their decisions and actions.
- To reflect the school ethos and demonstrate and encourage the following values:-
Respect for self and others.
Respect for difference and diversity.
Responsibility for their own actions.
Respect for their family, friends and wider community.

The rights of the individual.
Equality.

HOW WE TEACH PSHE (including Relationships and Health Education)

At Mickle Trafford Village School we teach Personal, Social, Health Education as a whole-school approach through the Jigsaw scheme of work and through the following approaches:-

- Specific health and well-being days and weeks (EG Children's mental health week)
- Through visitors, assemblies and visits
- Charity work
- School Council, Sports Council and Eco Committee.
- Extra-curricular activities
- Learning and applying of British values
- Elsa, Zones of Regulation and MyHappyMind programmes
- Internet Safety sessions
- Praise and reward system and behaviour policy.
- Learning Charters
- Through relationships, child to child, adult to child and adult to adult across the whole school.
- Money Heroes lessons.

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

WHAT IS BEING TAUGHT?

Through the Jigsaw scheme of work and other approaches mentioned above, our PSHE curriculum includes learning about:-

Families and people who care for me
Caring Friendships
Respectful Relationships
Online Relationships
Being Safe
Mental wellbeing
Internet safety and harms
Physical health and fitness
Healthy eating
Drugs, alcohol and tobacco
Health and prevention
Changing adolescent body.

All of our approaches support the "Personal Development and Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

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

What do we teach specifically and who teaches it?

Whole-school approach

We use the Jigsaw scheme of work. It 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.

Jigsaw



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 and understanding. Valuing all children and different families.
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 Mickle Trafford Village School, we teach PSHE knowledge and skills in a developmental and age-appropriate way. Class teachers and Teaching Assistants deliver the lessons to their own classes. Our SMSC leader delivers the first assembly each half term to introduce the whole school to the new unit.

How is Relationships Education taught specifically?

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 specific outcomes for each of these elements can be found further on in this policy. The Jigsaw Programme covers these in the mapping document at the end of this policy.

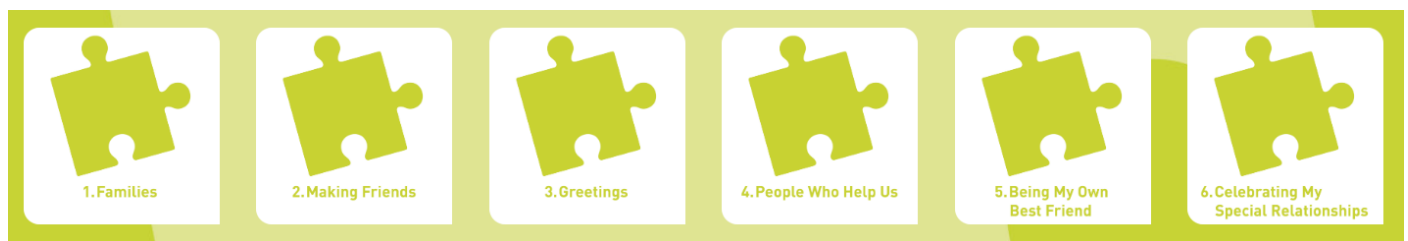
It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition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

Progression for Relationships

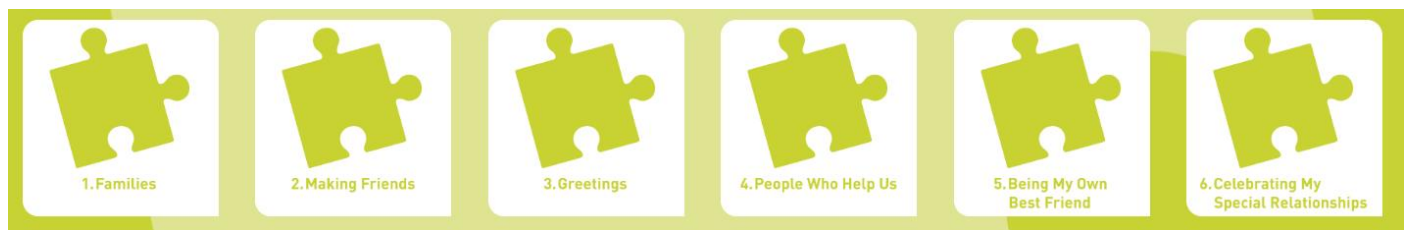
Reception



Year 1



Year 2



Year 3



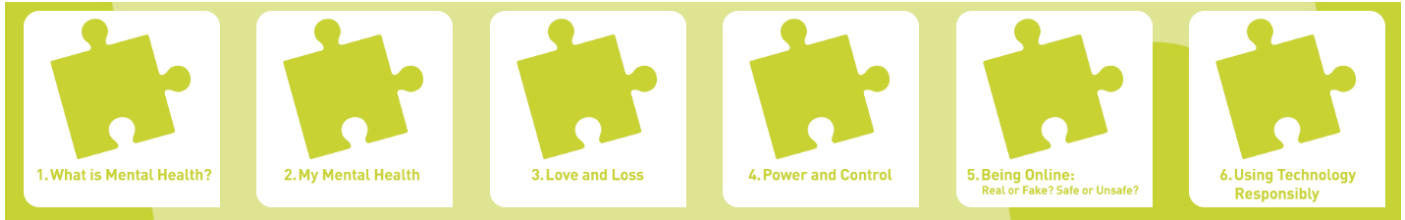
Year 4



Year 5



Year 6



How is Health Education taught specifically?

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).

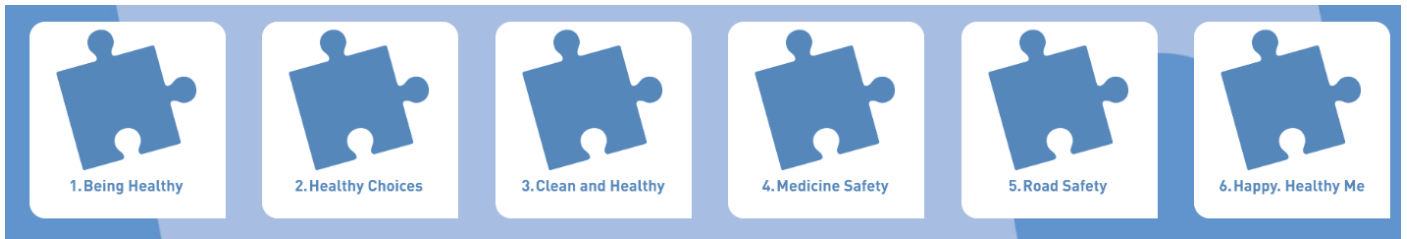
Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Progression for Healthy Me

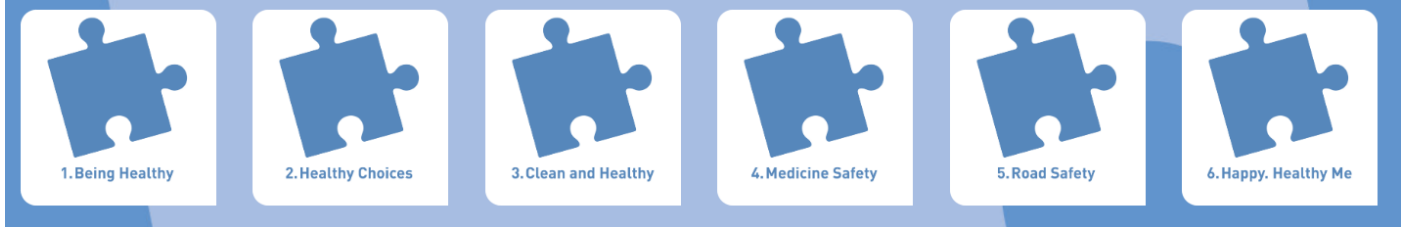
Reception



Year 1



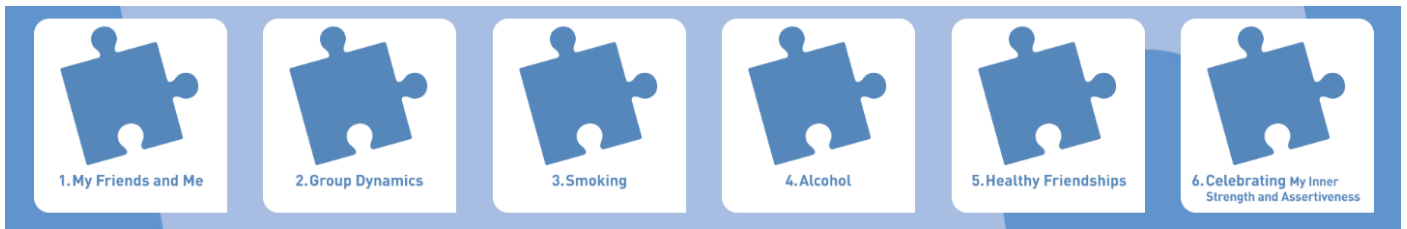
Year 2



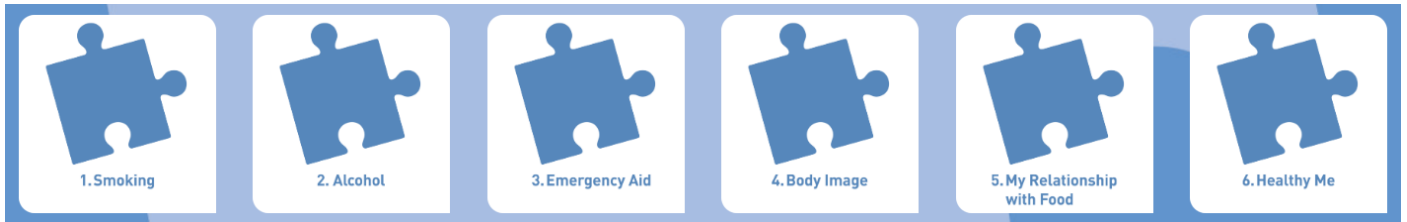
Year 3



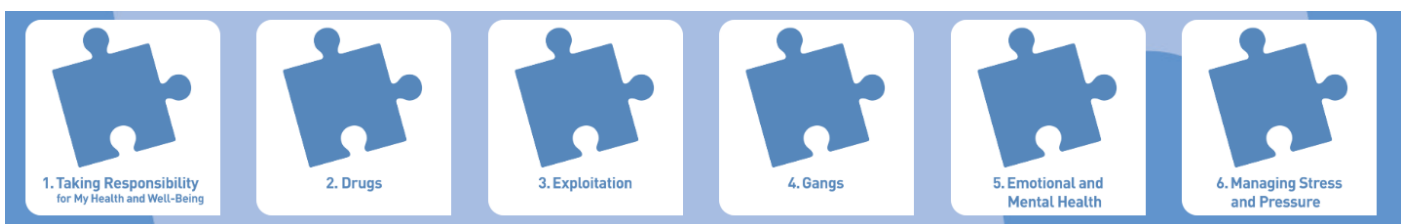
Year 4



Year 5



Year 6



Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

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

At Mickle Trafford Village School, we believe that Sex education 'should ensure that all children 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 'and that children should understand the facts about human reproduction before they leave primary school.

Delivery of Sex Education

We intend to teach this through the Jigsaw scheme of work and Science curriculum. The work is delivered in mixed sex groups; however, some single sex group sessions may be held when introducing puberty. Children are involved in shaping the programme by helping to map what they already know and what they would like to find out and evaluating the amount of learning at the end of the sessions.

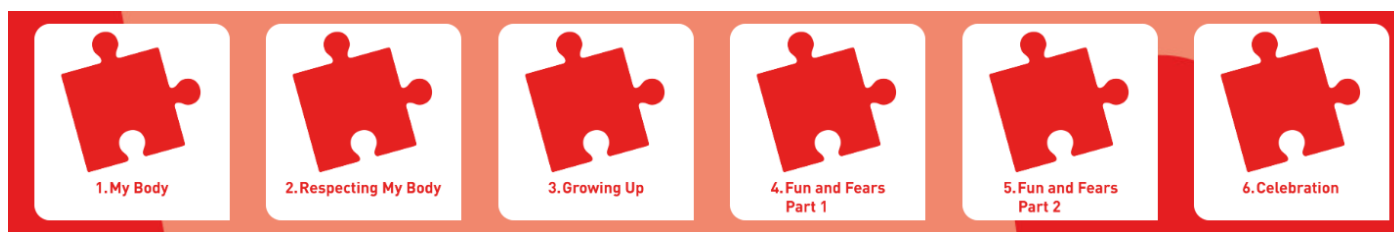
The class teacher is responsible for the delivery of the programme and the content may be enhanced by the use of visiting speakers. Training is provided through INSET and staff meetings and parents are informed through newsletters, curriculum maps and curriculum evenings.

What will my child actually be taught about puberty and human reproduction ?

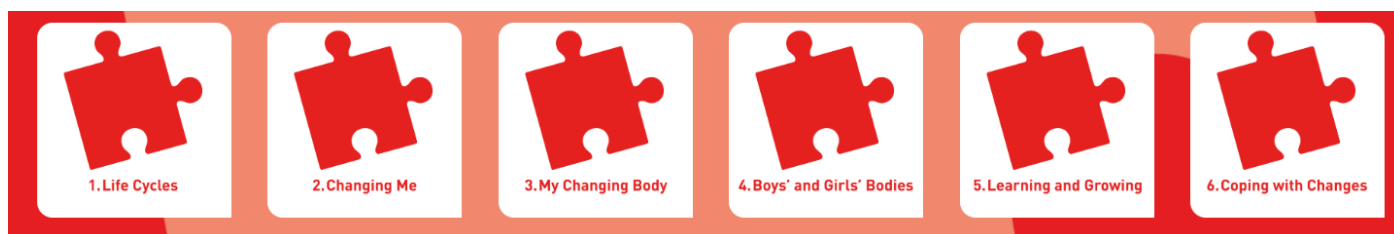
Children will be taught about puberty and human reproduction in the Summer term.

Progression for Changing ME

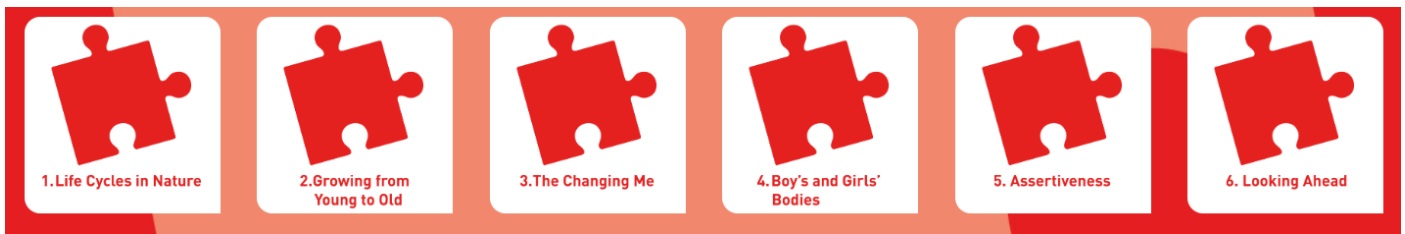
Reception Growing up: how we have changed since we were babies.



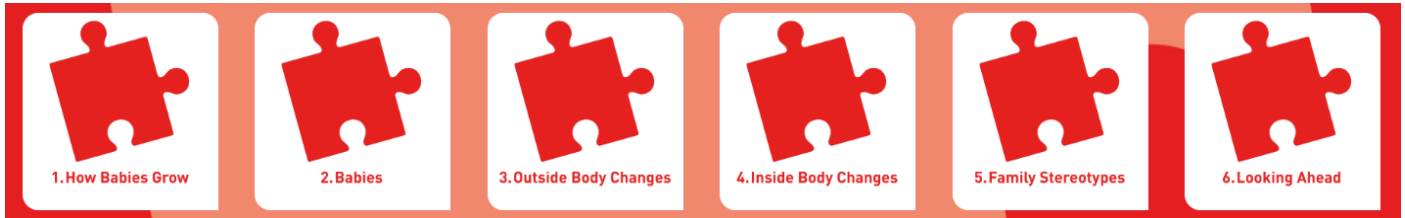
Year 1 Names of external and internal parts of the body. What is the same and different.



Year 2 Body parts and respecting privacy (which parts of the body are private and why this is)



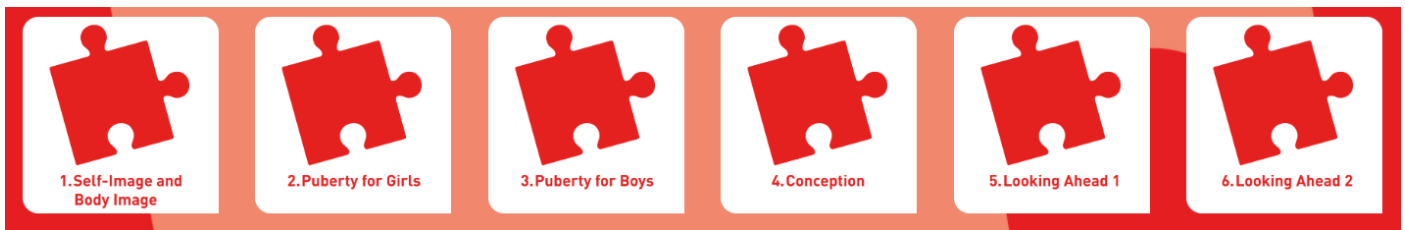
Year 3 How babies grow and how bodies change as they grow older.



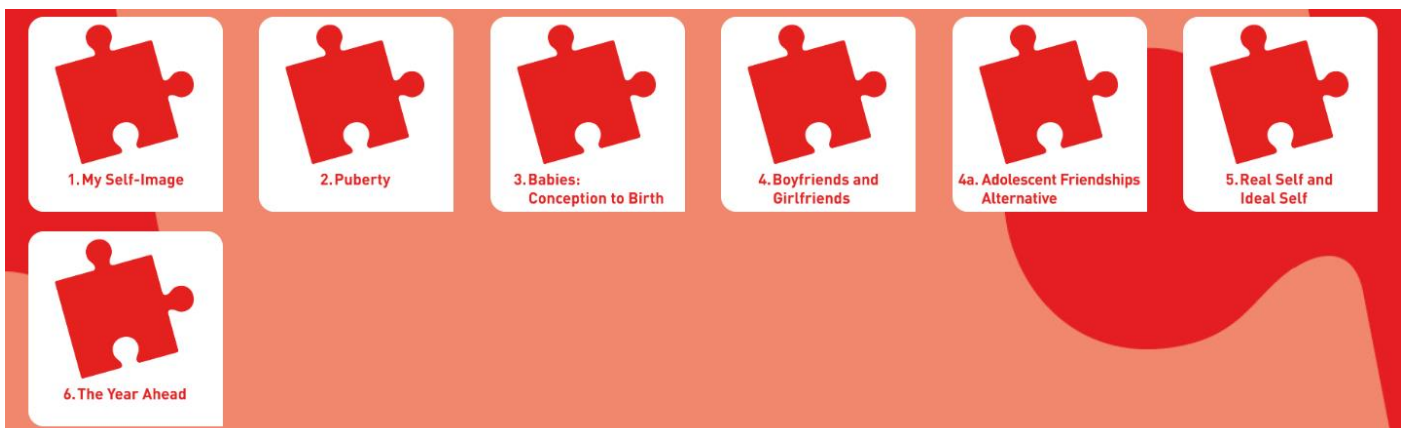
Year 4 Internal and external reproductive body parts. Puberty and simple explanation of monthly cycles and where babies come from.



Year 5 Puberty in more detail, How are babies made?



Year 6 Puberty revisited. Understanding conception to the birth of a baby, contraception, sexual health. Becoming a teenager.



All lessons are taught using correct terminology and child friendly language.

Working with Parents

The school is committed to working with parents. Parents can, under section 405 of the Education Act 1996, withdraw their child from sex and relationship education lessons.

"If any parent of any pupil... requests that s/he may be wholly or partly excused from receiving sex education at the school, the pupil shall, except, in so far as the education is comprised in the National Curriculum, be so excused accordingly until the request is withdrawn."

Parents are invited to discuss any concerns regarding the curriculum coverage at any stage with their relevant class teacher. Parents are made aware of their child's sex education specific lessons nearer to the time via their termly topic web and newsletter. If parents would like to arrange an additional meeting to have their child withdrawn from any sex educational or relationship sessions based on culture or religious diversity, all situations will be dealt with in a sensitive manner and for individual circumstances.

Sex and Relationship Education materials will be made available to parents who wish to supplement the school programme.

Young people who are absent from school during Sex and Relationship Education will receive such education as soon as possible after their return to school.

At Mickle Trafford Village School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit) through our health weeks and through Science.

Answering Difficult Questions

Teachers will establish with the young people, a set of ground rules so that young people are aware of the parameters. Each class has a box where children may place questions which they may find too difficult to ask in person. This also gives the teacher the opportunity to address the question at an appropriate time, either with the whole class or with an individual.

For example:

- If a question is too personal, remind the young person about the ground rules.
- If the young person needs further support, refer them wherever possible to their parent, carer, appropriate family member or trusted friend as their first point of call but failing this to the school health advisor, Elsa support teacher or help line
- Photographs of key adults available to chat are displayed around school.
- If a question is too explicit, acknowledge it and meet with the young person later, bearing in mind the need to have another adult present.
- If the answer to a question is not known- say so. The class and teacher can research the information together.
- Any concern about sexual abuse should be followed up under the child protection procedures.

Monitoring and Review

The Governing body monitors this policy on an annual basis. Governors gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all

such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Equality

This policy will inform the school's Equalities Plan.

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

At the point at which schools consider it appropriate to teach their pupils about LGBTQ+ (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 LGBTQ+ content at a timely point as part of this area of the curriculum".

At Mickle Trafford Village 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 related to sex education.

For further explanation, as to how we approach LGBT+ relationships in the PSHE (RSHE) Programme please contact our SMSC leader.

SMSC leader	Di Kennedy
-------------	------------

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 relationship



Relationships Education in Primary schools – DfE Guidance 2019 Mapping Document

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	<ul style="list-style-type: none"> • R1 that families are important for children growing up because they can give love, security and stability. • 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. • 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. • 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. • R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World

	<ul style="list-style-type: none"> ● 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. 	
Caring friendships	<ul style="list-style-type: none"> ● R7 how important friendships are in making us feel happy and secure, and how people choose and make friends ● R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties ● R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded ● 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 ● 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 	
Respectful relationships	<ul style="list-style-type: none"> ● 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 ● R13 practical steps they can take in a range of different contexts to improve or support respectful relationships ● R14 the conventions of courtesy and manners ● R15 the importance of self-respect and how this links to their own happiness ● 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 	

	<ul style="list-style-type: none"> ● 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 ● R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive ● R19 the importance of permission-seeking and giving in relationships with friends, peers and adults 	
Online relationships	<ul style="list-style-type: none"> ● R20 that people sometimes behave differently online, including by pretending to be someone they are not. ● 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. ● R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. ● R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. ● R24 how information and data is shared and used online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> ● Relationships ● Changing Me ● Celebrating Difference
Being safe	<ul style="list-style-type: none"> ● R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ● 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. ● R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ● R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> ● Relationships ● Changing Me ● Celebrating Difference

- | | | |
|--|---|--|
| | <ul style="list-style-type: none">● R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.● R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard,● R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.● R32 where to get advice e.g. family, school and/or other sources. | |
|--|---|--|

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

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

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	<ul style="list-style-type: none"> ● 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> ● Healthy Me ● Relationships ● Changing Me ● Celebrating Difference

	<ul style="list-style-type: none"> ● 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). ● 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. 	
Internet safety and harms	<ul style="list-style-type: none"> ● 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 knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. ● H14 why social media, some computer games and online gaming, for example, are age restricted. ● 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. ● H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. ● H17 where and how to report concerns and get support with issues online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> ● Relationships ● Healthy Me

Physical health and fitness	<ul style="list-style-type: none"> ● H18 the characteristics and mental and physical benefits of an active lifestyle. ● 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. ● H20 the risks associated with an inactive lifestyle (including obesity). ● H21 how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> ● Healthy Me
Healthy eating	<ul style="list-style-type: none"> ● H22 what constitutes a healthy diet (including understanding calories and other nutritional content). ● H23 the principles of planning and preparing a range of healthy meals. ● 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>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> ● Healthy Me
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> ● H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 	
Health and prevention	<ul style="list-style-type: none"> ● H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. ● H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. ● 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> ● Healthy Me

	<ul style="list-style-type: none"> • H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • H31 the facts and science relating to immunisation and vaccination 	
Basic first aid	<ul style="list-style-type: none"> • H32 how to make a clear and efficient call to emergency services if necessary. • H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Changing adolescent body	<ul style="list-style-type: none"> • H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • H35 about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Changing Me • Healthy Me

