

Manorcroft Primary School



PSHE Policy (including RSE)



PSHE Policy

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, the PSHE curriculum must:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and within society
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life

PSHE:

At Manorcroft Primary School, we teach PSHE (Personal, Social, Health Education) as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website.

This also supports 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.

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 2019, pg. 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, pgs. 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 2019, pg. 8

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

DfE Guidance 2019, pg. 11

Here, at Manorcroft 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 our 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.

Existing DfE Guidance:

Our PSHE policy is informed by the following, 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))

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



Whole School Approach:

Jigsaw covers all areas of PSHE for the primary phase including the statutory elements of 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.

Puzzle (Unit)	Content
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
Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
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
Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Manorcroft we allocate 45 minutes to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. These explicit lessons are reinforced and enhanced in many ways:

- Assemblies and collective worship
- Our School Values
- The use of our praise and reward system
- School relationships, eg. child to child, adult to child, adult to adult
- We aim to ‘live’ what is learnt and apply it to everyday situations in the school community

At Manorcroft, we feel it is important for class teachers to deliver these lessons to their own classes although at times, specialist visitors such as a school nurse, may be invited in for additional sessions.

Relationships Education:

Relationships Education in primary schools covers:

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

The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 & 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 eg. ‘Celebrating Difference’



Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education:

Health Education in primary schools covers:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body

The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 & 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 eg. 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.

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:

The DfE Guidance 2019 (pg. 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.*' (pg. 23).

Schools are able to determine the content of the sex education. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and draw on knowledge of the human life cycle set out in the National Curriculum for Science - how a baby is conceived and born.'

At Manorcroft, we believe children should understand the facts about human reproduction before they leave primary school so we include age appropriate relationships and sex education lessons as part of our curriculum.

Relationships and Sex Education can be defined as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in Science, and others are taught as part of the PSHE curriculum. At Manorcroft, we define 'sex education' as those lessons that teach about conception and birth.



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 2019, pg. 17

At Manorcroft, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to human reproduction, and therefore we inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this ie. specific lessons within the Jigsaw 'Changing Me' Puzzle.

The school will inform parents of this right by a letter in the Spring Term each year, before the sex education lessons are delivered. Parents who wish to withdraw their child from RSE specific lessons will need to complete a request form (see Appendix 3). They may also be invited in to discuss their specific concerns with the PSHE & RSE Curriculum Leader.

We are of course happy to discuss the content of the curriculum personally with any parents and invite any parents to contact our lead teacher if there are specific questions:

Mrs L. Jordan PSHE & RSE Curriculum Leader

Responding to Questions:

In the context of a 'Relationship and Sex Education' (RSE) lesson, there will be an opportunity for pupils to ask questions raised by the lesson content. Occasionally, there will be questions that raise subject matter outside of the lesson objectives. In these instances, staff will respond in a positive manner explaining that the topic is not appropriate to the current lesson and that the pupil should discuss the matter with their parents. Staff will not answer questions or comments that:

- Are directed personally at staff, eg. "Have you had sex, Miss?"
- Seek the opinion of staff towards the subject matter, eg. "Is homosexuality right?"

Where appropriate, class teachers will have the opportunity to ask another adult, such as the school nurse, to discuss certain issues with relevant children if necessary.

Where the nature of the question or statement raises concern about sexual abuse, staff must follow the school's safeguarding procedures.

Answering Difficult Questions:

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the DSL (Designated Safeguarding Lead) if they are concerned.

Addressing Sensitive Issues:

Many conversations with staff, parents and pupils can prove delicate and must be handled appropriately and with sensitivity. Areas within the PSHE (RSE) curriculum can provide a concentrated number of sensitive topics, questions and issues. Where possible consideration should be given on how best to address issues before they arise.



Before sensitive issues are addressed, we will give consideration to the following:

- how emotionally safe is the person feeling?
- are ground rules/agreed behaviours in place?
- are there opportunities to discuss issues on a one to one, or small group basis?
- are thought boxes/anonymous opportunities provided?
- is sufficient time available to deal with the issue?
- does a specific time need to be agreed?
- do we have sufficient knowledge/understanding to be able to help? Should someone else assist the situation?
- are shared values at the heart of the discussion?
- are we aware of any related family/community/faith/cultural issues?
- do the conversations relate to safeguarding?
- is confidentiality understood by all parties involved?
- are other sources of support available/promoted?
- would distancing techniques/scenarios help?
- do we require support in handling the situation? How can this be done effectively?
- is the age/maturity/understanding of the person asking the question being considered to ensure answers/discussions are appropriate? (Refer to the section 'Viewing Life Through a Child or Young Person's Lens' RSE Guidance, Surrey Healthy schools 2016 - Appendix Two).
- have we asked the person seeking clarification/information what they think first? This will provide us with more informed insight into what they are thinking/already know.
- would it be appropriate to inform the person that you don't know, but will find out?

Confidentiality:

Children should feel confidence and have trust in the relationship with their teachers. The teacher will respect this confidence when dealing with questions raised. However they cannot promise that certain issues discussed with them will remain confidential. The teacher may involve the parents, contact other staff or an appropriate outside agency for advice, but in every case the interests of the child will remain paramount.

Where a child makes a disclosure, the DSL will be informed immediately so that the procedures outlined in our Safeguarding Policy can be followed. It will be made clear to the child that the adult is obliged to pass on this information.

If we have any reason to believe a pupil is at risk, we are required to follow our safeguarding and child protection procedures as set out in our policy, which is available on the school website.

Equality:

"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."

DfE Guidance 2019, pg.15



At Manorcroft 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 (RSE) Programme please see the Jigsaw Guide: 'Including and valuing all children - What does Jigsaw teach about LGBTQ relationships?'

Associated Documents:

The following documents are available on the school website:

- Jigsaw 3-11 & Relationships and Health Education mapping document (PSHE Curriculum Overview Map)
- What is Jigsaw, the mindful approach to PSHE? (Jigsaw Guide for Parents & Carers)
- How does Jigsaw approach RSE? (RSE Guide for Parents & Carers)
- Including and valuing all children - What does Jigsaw teach about LGBT+ relationships?

Appendices:

Appendix 1: Relationship Education - what children should know by the end of primary school

Appendix 2: Physical Health & Mental Wellbeing - what children should know by the end of primary school

Appendix 3: Request to withdraw from RSE form

Policy Agreed: November 2025

Review Date: Autumn Term 2027

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.



APPENDIX 1

Relationships Education in primary schools - DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The references R3/H5 etc. can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

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

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<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 (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). • 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. 	<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



<p>Caring Friendships</p>	<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. 	<p>All of these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> • Relationships • Celebrating Difference
<p>Respectful Relationships</p>	<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. • 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. 	<p>All of these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference



<p>Online Relationships</p>	<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
<p>Being Safe</p>	<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. • 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. 	<p>All of these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference



APPENDIX 2

Physical health and mental wellbeing education in primary schools - DfE Guidance 2019

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

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
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. • 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, 	<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



	<p>the problems can be resolved if the right support is made available, especially if accessed early enough.</p>	
<p>Internet Safety and Harms</p>	<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
<p>Physical Health and Fitness</p>	<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 Puzzle:</p> <ul style="list-style-type: none"> • Healthy Me
<p>Healthy Eating</p>	<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 (eg. the impact of alcohol on diet or health). 	<p>All of these aspects are covered in lessons within the Puzzle:</p> <ul style="list-style-type: none"> • Healthy Me



<p>Drugs, Alcohol and Tobacco</p>	<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. 	<p>All of these aspects are covered in lessons within the Puzzle:</p> <ul style="list-style-type: none"> • Healthy Me
<p>Health and Prevention</p>	<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. • 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. 	<p>All of these aspects are covered in lessons within the Puzzle:</p> <ul style="list-style-type: none"> • Healthy Me
<p>Basic First Aid</p>	<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 Puzzle:</p> <ul style="list-style-type: none"> • Healthy Me
<p>Changing Adolescent Body</p>	<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



APPENDIX 3

Request to withdraw child from sex education lessons

To be completed by parents:

Name of Child(ren)		Year Group(s)		Class(es)	
Name of Parent		Date			
Reason/s for withdrawing from sex education within the PSHE (RSE) curriculum:					
Any other information you would like the school to know:					
Parent/Carer Signature:					

To be completed by the school:

Agreed actions following discussion with parents:					
School Signature:		Date:			