



'Together we can make a difference'

Relationship and Health Education Policy

Date of review: Autumn 2019

New review date: Autumn 2020

Committee: Full Governors

Head Teacher: Emily Armstrong

1. Aims

The aims of relationships and health education (RHE) at our school are to:

- Provide a framework in which pupils can develop their understanding of relationships and keep themselves safe
- Provide a clear and coherent curriculum in which pupils understanding can be developed
- Prepare pupils for puberty, and give them an understanding the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a culture of positive and respectful relationships for pupils within school and at home
- Give pupils the confidence to talk about their relationships and health and know where to seek support, if needed

2. Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RHE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Bexton Primary School we teach RHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RHE involves a combination of sharing information, and exploring issues and values.

RHE is not about the promotion of sexual activity. At primary school level we teach about respectful, positive relationships, the importance of self-respect and key facts about puberty and the changing adolescent body.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RHE

RHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHE are sometimes taught within the science curriculum, and other aspects are included in religious education (RE).

In Year 6 pupils also receive stand-alone sex education sessions delivered by a trained health professional and supported by class teachers. Pupils will learn about key facts about puberty, the changing adolescent body and key facts about the menstrual cycle.

Relationships education focuses on teaching the fundamental building block and characteristic of positive relationships including:

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

For more information about our RHE curriculum, see Appendices 1 and 2.

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

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

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RHE policy, and hold the headteacher to account for its implementation.
or

The governing board has delegated the approval of this policy to the curriculum committee.

7.2 The headteacher

The headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RHE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RHE in a sensitive way

- Modelling positive attitudes to RHE

- Monitoring progress

- Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RHE

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the headteacher.

7.4 Pupils

Pupils are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity.

8. Parents' right to withdraw

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

Parents' have the right to withdraw their children from the sex education classes delivered in Year 6. The school will always write to parents before this content is delivered.

Requests for withdrawal should be put in writing and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHE.

10. Monitoring arrangements

The delivery of RHE is monitored by the subject leaders and the vice principle through:

Discussions with teachers and pupils and reviewing any work produced in RHE lessons.

Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the deputy head annually. At every review, the policy will be approved by the curriculum committee.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Hyper-links are provided to suggest resources for class teachers to use. All content delivered is the responsibility of the class teacher. Objectives in bold are statutory content from Relationships Education, Relationships and Sex Education (RES) and Health Education (draft statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers) February 2019

Relationships					
	Families and people who care about me	Caring Friendships	Respectful Relationships	Online Relationships	Being Safe
Y1	<ul style="list-style-type: none"> To identify and respect the differences and similarities between people. That they belong to different groups and communities such as family and school 	<ul style="list-style-type: none"> that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) to recognise what is fair and unfair, kind and unkind, what is right and wrong (Implicit in several bullet points in the guidance) to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) 	<ul style="list-style-type: none"> that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) 	<ul style="list-style-type: none"> rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety 	<ul style="list-style-type: none"> about people who look after them, their family networks, who to go to if they are worried and how to attract their attention what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy
Y2	<ul style="list-style-type: none"> Identify their special people (family, friends, carers) what makes them 	<ul style="list-style-type: none"> to recognise that their behaviour can affect other people 	<ul style="list-style-type: none"> strategies to resist teasing or bullying, if they experience or witness it, 	<ul style="list-style-type: none"> to recognise that they share a responsibility for keeping themselves and 	<ul style="list-style-type: none"> to judge what kind of physical contact is acceptable, comfortable,

	<p>special and how special people should care for one another</p> <ul style="list-style-type: none"> To recognise ways in which a relationship can be unhealthy and who to go to if they are worried. 	<ul style="list-style-type: none"> to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable 	<p>whom to go to and how to get help</p>	<p>others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'</p>	<p>unacceptable and uncomfortable and how to respond</p> <ul style="list-style-type: none"> the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid
Y3	<ul style="list-style-type: none"> To recognise different types of relationships, including those between acquaintances, friends, relatives and families. 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 	<ul style="list-style-type: none"> How important friendships are in making us feel happy and secure, and how people choose and make friends To recognise ways in which a relationship can be unhealthy and who to go to if they are worried. 	<ul style="list-style-type: none"> 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 The conventions of courtesy and manners 	<ul style="list-style-type: none"> Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others That the same principles apply to online relationships, including the importance of respect for others online including when we are anonymous 	<ul style="list-style-type: none"> How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know How to recognise and report feelings of being unsafe or feeling bad about any adult
Y4	<ul style="list-style-type: none"> How to recognise if family relationships are making them feel unhappy or unsafe, and how to see help or advice from others if needed The characteristics of a healthy family life, 	<ul style="list-style-type: none"> The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support 	<ul style="list-style-type: none"> Practical steps they can take in a range of different contexts to improve or support respectful relationships The importance of permission –seeking and giving in 	<ul style="list-style-type: none"> That sometimes people behave differently online, including by pretending to be someone they are not Strategies for keeping safe online; the importance of protecting 	<ul style="list-style-type: none"> about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact the concept of 'keeping something confidential or

	<p>commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p>	<p>with problems and difficulties</p> <ul style="list-style-type: none"> to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise 	<p>relationships with friends, peers and adults</p> <ul style="list-style-type: none"> What a stereotype is, and how stereotypes can be unfair, negative or destructive 	<p>personal information, including passwords, addresses and the distribution of images of themselves and others</p>	<p>secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p>
Y5	<ul style="list-style-type: none"> That families are important for children growing up because they can give love, security and stability 	<ul style="list-style-type: none"> that healthy relationships are positive and welcoming towards others, and do not make others feel lonely or excluded 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 (see relationships folder) 	<ul style="list-style-type: none"> The importance of self-respect and how this links with their own happiness 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 	<ul style="list-style-type: none"> How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media 	<ul style="list-style-type: none"> to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy How to ask for advice or help for themselves or others, and to keep trying until they are heard
Y6	<ul style="list-style-type: none"> That other's families, either in school or the wider world look different from their family, but that they should respect those difference and know that other children's families 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) That in school and in wider society they can 	<ul style="list-style-type: none"> How information and data is shared and used online (see Internet safety and Harms folder) How to consider the effect of their online actions on others and know how to recognise 	<ul style="list-style-type: none"> How to report concerns or abuse, and the vocabulary and confidence needed to do so and where to get advice, e.g. family, school or other sources how to manage requests for images of themselves

	are also characterised by love and care for them (see lesson plan in PSHE folder)	seek help and advice from others, if needed	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	and display respectful behaviour online and the importance of keeping personal information private (see relationships folder)	or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable
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Physical Health and mental wellbeing								
	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
Y1	<ul style="list-style-type: none"> what constitutes, and how to maintain, a healthy lifestyle to communicate their feelings to others, to recognise how others show feelings and how to respond 	<ul style="list-style-type: none"> what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest 	<ul style="list-style-type: none"> what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity 	<ul style="list-style-type: none"> what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health 		<ul style="list-style-type: none"> what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health 	<ul style="list-style-type: none"> about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency 	
Y2	<ul style="list-style-type: none"> what positively and negatively 	<ul style="list-style-type: none"> That for most people the 	<ul style="list-style-type: none"> to make real, informed 	<ul style="list-style-type: none"> what positively and negatively 	<ul style="list-style-type: none"> that household 	<ul style="list-style-type: none"> how some diseases are 		

	<p>affects their physical, mental and emotional health</p> <ul style="list-style-type: none"> • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and a scale of emotions that all humans experience in relation to different experiences and situations 	<p>internet is an integral part of life and has many benefits</p>	<p>choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</p>	<p>affects their physical, mental and emotional health</p>	<p>products, including medicines, can be harmful if not used properly</p>	<p>spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading</p> <ul style="list-style-type: none"> • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist 			
Y3	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health • Isolation and loneliness can affect children and that it is very important 	<ul style="list-style-type: none"> • that their actions affect themselves and others • Where and how to report concerns and get support with issues online 	<ul style="list-style-type: none"> • The characteristic and mental and physical benefits of an active lifestyle 	<ul style="list-style-type: none"> • to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the 		<ul style="list-style-type: none"> • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer 	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary 		

	for children to discuss their feelings with an adult and seek support			benefits of eating a balanced diet				
Y4	<ul style="list-style-type: none"> to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness 	<ul style="list-style-type: none"> 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 other's mental and physical wellbeing Why social media, some computer games and online gaming, for example are age restricted 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> What constitutes a healthy diet (including understanding calories and other nutritional content) 		<ul style="list-style-type: none"> The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn (see health and prevention folder) 	<ul style="list-style-type: none"> Concepts of basic first-aid, for example dealing with common injuries, including head injuries 	
Y5	<ul style="list-style-type: none"> How to judge whether what 	<ul style="list-style-type: none"> The responsible 	<ul style="list-style-type: none"> The risks associated 	<ul style="list-style-type: none"> The principles of planning 		<ul style="list-style-type: none"> About personal hygiene and 	<ul style="list-style-type: none"> school rules about health 	

	<p>they are feeling and how they are behaving is appropriate and proportionate</p> <ul style="list-style-type: none"> • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests 	<p>use of mobile phones... and safe user habits (time limits, turning it off at night etc.)</p> <ul style="list-style-type: none"> • The internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health 	<p>with an inactive lifestyle (including obesity)</p>	<p>and preparing a range of healthy meals</p>		<p>germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</p>	<p>and safety, basic emergency aid procedures, where and how to get help</p>	
Y6	<ul style="list-style-type: none"> • to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these (link to transition- see relationships folder) • Where and how 	<ul style="list-style-type: none"> • to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media 	<ul style="list-style-type: none"> • what positively and negatively affects their physical, mental and emotional health • How and when to seek support including which adults to speak to in 	<ul style="list-style-type: none"> • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours 	<ul style="list-style-type: none"> • which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate 	<ul style="list-style-type: none"> • The facts and science relating to immunisation and vaccination 		<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, including physical and emotional changes • About menstrual wellbeing

	to seek support, who in school they should speak to if they are worried about their own or someone else's mental wellbeing	can misrepresent or mislead; the importance of being careful what they forward to others	school if they are worried about their health	(e.g. the impact of alcohol on diet or health)	and future health and safety; that some are restricted and some are illegal to own, use and give to others			including the key facts about the menstrual cycle
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Appendix 2: By the end of primary school pupils should know (please see Appendix 1 to see which year group are responsible for teaching it. Teachers will aim to revisit earlier content in later year groups to ensure it is securely taught.

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. • that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • 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 or advice from others, if needed.
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. <p>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <ul style="list-style-type: none"> • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
<p>Online relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not.

	<ul style="list-style-type: none"> • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.
Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • 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 wellbeing or ability to control their emotions (including

	<p>issues arising online).</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> •that for most people the internet is an integral part of life and has many benefits. •about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. •how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. •why social media, some computer games and online gaming, for example, are age restricted. •that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. •how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. •where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of

	<p>handwashing.</p> <ul style="list-style-type: none"> • the facts and science relating to immunisation and vaccination
First aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.