



## Relationships Sex and Health Education Policy

|   |                            |
|---|----------------------------|
| <b>Responsible Committee</b>                  | <b>Full Governing Body</b> |
| <b>Date reviewed</b>                          | <b>October 2020</b>        |
| <b>Next Review date</b>                       | <b>April 2021</b>          |
| <b>Signed on behalf of the Governing Body</b> |                            |
| <b>Print name</b>                             |                            |

## **CONTEXT**

The Department for Education and Employment states that all primary schools should have a relationship and sex education programme that includes health (RSHE) tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born – as set out in Key Stages 1 and 2 of the National Science Curriculum. The focus should also 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.

## **AIMS/VISION**

At Chambersbury School we aim to be a place where each individual is cared for deeply, valued and respected – where everyone in the school community has the opportunity to learn in an environment full of excitement and fun, so that they can grow up to be ‘changemakers’ and ‘assets’ in the community, society and world they live.

The Department for Education states that Relationships Education is statutory in Primary Schools and should support the school in developing pupil wellbeing and character. Accordingly, the Chambersbury RSE programme will:

### Teach children:

- ✚ the knowledge and life skills to stay safe and develop healthy and supportive relationships, particularly dealing with the challenges of growing up in an online world’ (DFE, 2017).
- ✚ accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline (PSHE Association - Sex and Relationships for the 21<sup>st</sup> Century, 2014).

- ✚ respect for themselves and each other, building on an understanding of the different relationships with family and friends and to move confidently from early childhood into adolescence.

### Enable children:

- ✚ to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.

### Support children:

- ✚ to put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts (DfE Relationships Education Guidance, 2019).
- ✚ through their early physical, emotional and moral development, helping them to understand their bodies and the changes that occur in them as they grow and mature.

## **LINKS**

This policy should be read in line with these key government documents:

- ✚ Keeping Children Safe in Education (statutory guidance)
- ✚ 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)
- ✚ SEND Code of Practice (2015, statutory guidance for schools)
- ✚ The Equality Act (2010)

And also with these school documents:

- ✚ PSHCE Policy

- ✚ Drug, alcohol & tobacco Education Policy
- ✚ Safeguarding Policy
- ✚ Equal opportunities Policy
- ✚ Esafety Policy
- ✚ Anti Bullying Policy
- ✚ SEN Policy and Information Report

## **TEACHING AND LEARNING**

### **Key Principles**

- ✚ The majority of sex and relationship education will be delivered by the class teacher as part of the curriculum during planned lessons.
- ✚ Health Education is taught across the curriculum including in science and PSHE lessons.
- ✚ Teachers will cover statutory sex education elements in science lessons.
- ✚ Teachers will cover the majority of relationships education in PSHE lessons which use the Dot Com scheme of work. The Dot Com learning is underpinned by Protective Behaviours.
- ✚ There will also be opportunities for children to learn about relationships and health through reading, drama, assemblies, small group learning, trips and visits.
- ✚ Some aspects of the curriculum are taught on a whole school basis eg Healthy living Week, Anti-bullying Week, Feeling Good Week.
- ✚ Where external professionals come into school to support teaching of sex and relationships, they will follow the guidance in this policy and support the ethos of the school.
- ✚ Teachers in all year groups will use correct names for body parts, including names for reproductive organs and processes. All staff will avoid euphemisms.

- ✚ Chambersbury School takes seriously the right of children to learn about all relationships, including LGBT+, and prioritises children's rights to be safe and included.
- ✚ Teachers will be guided at all times by the school Safeguarding Policy and their understanding of all forms of child abuse.
- ✚ Teaching will recognise the protected characteristics under the Equality Act (2010), including biological sex, sexual orientation, gender, disability and belief.
- ✚ Teachers will recognise that children with SEND have particular vulnerabilities and may need teaching that is additional to or different from the majority of children.
- ✚ All teaching will be guided by the principles of inclusion and sensitivity.

## **Content**

The DfE (July 2019) outlines the expectations for pupils' learning in Relationships Education in Primary School and Health Education in Primary School

## **The RSE Curriculum**

There are five strands to RSE in Primary School:

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

These are taught across all year groups.

| YEAR GROUP                     | CONTENT   |
|--------------------------------|---|
| <b>Nursery &amp; Reception</b> | <p>Families are where we belong and all families look different</p> <p>Families are important because the people love each other</p> <p>Friendships are a kind of relationship</p> <p>Understanding appropriate behaviour and learning good manners</p> <p>Recognising and accepting differences in people</p> <p>Learning who helps keep us safe</p> <p>Our bodies belong to us (see NSPCC Pantosaurus)</p> <p>“People who help us” can help us feel safe</p>  |
| <b>Year 1</b>                  | <p><b>Our bodies – naming parts/similarities and differences.</b></p> <p>Rules to keep safe, including looking after our bodies</p> <p>Feelings: names and indicators</p> <p>Learning to like ourselves and each other</p> <p>Keeping clean</p> <p>Similarities and differences in people – recognising value</p> <p>Friendships are welcoming and stop people feeling lonely or left out</p> <p>The importance of good manners</p> <p>What healthy family life looks like: sharing and caring, spending time together</p> <p>How to ask for help or advice for themselves and others, and to keep trying until they are heard</p> <p>Basic rules for online safety – how to tell someone if they see something that worries them</p> |
| <b>Year 2</b>                  | <p><b>Understanding that animals and humans can produce offspring and that they grow into adults.</b></p> <p>Personal safety (places and people)</p>  |

|               |   |
|---------------|---|
|               | <p>Our families support and look after us. Families have lots of different caring relationships at their heart</p> <p>What a healthy friendship looks like and how friendships can change, that friendships are important to make us feel happy</p> <p>What bullying is and what to do about it</p> <p>Understand that online friendships need to be healthy too, including cyberbullying and other antisocial online behaviours</p> <p>Understanding their own feelings and the feelings of others</p> <p>Recognising when a person or relationship is making them unhappy and learning what they can do</p> <p>Knowing that people are all different and deserve respect</p> <p>How to recognise and report feelings of being unsafe or feeling bad around any adult</p>                                  |
| <b>Year 3</b> | <p>Feelings and friendship – what makes us feel good and what makes us feel unhappy</p> <p>Personal care (sleep, exercise, food, hygiene)</p> <p>Inside our bodies: (internal organs) <b>bones</b></p> <p>Self respect and how it links to our wellbeing</p> <p>The importance of showing respect to other people, including people making different choices to them</p> <p>Recognising that families are all different and that there are different ways to show love and care and all families should look after and protect children</p> <p>Body changes</p> <p>Learning who and what to trust, and what to do when we feel unsafe</p> <p>Online safety – using understanding of personal safety online, information to share or keep private and knowing that some people behave differently online</p> |
| <b>Year 4</b> | <b>Keeping teeth healthy and eating well</b>  |

|                      |   |
|----------------------|---|
|                      | <p>What a healthy family life looks like and the relationships it might include, including marriage. What marriage is and that it is for opposite and same sex couples</p> <p>What makes a good friend? What makes a healthy friendship?</p> <p>How to manage conflict in friendships and repair falling outs, understanding people’s right to choose their friends</p> <p>Respect for others’ feelings and beliefs</p> <p>Babies as part of families – the care needed and sibling relationships</p> <p>How to recognise risks online: content and contact risks and what to do about them</p> <p>The role of bystanders in preventing and stopping bullying, how to report</p> <p>How to respond safely to adults they encounter whom they do not know – including online</p> <p>That their bodies belong to them and the difference between safe and unsafe physical contact</p> |
| <p><b>Year 5</b></p> | <p><b>Life cycles - describe the life process of reproduction in some plants and animals</b></p> <p>Body changes and how to cope with them</p> <p>Puberty and personal hygiene, including menstruation</p> <p>Changes in feelings and emotions associated with puberty and how to cope with them</p> <p>Family relationships: the importance of security and love, especially in times of difficulty, and what to do if you feel unsafe</p> <p>Ways to make friendships healthier, including establishing safe boundaries and online behaviour</p> <p>That violence is never right</p> <p>Respect for other people’s feelings, beliefs and choices and that respect should be mutual. That schools and homes should be</p>  |

|               |  |
|---------------|--|
|               | <p>respectful environments</p> <p>Keeping safe, including online safety and understanding that people might not be who they say they are online</p> <p>How data is shared and used online</p> <p>Where to get advice and support</p>   |
| <b>Year 6</b> | <p><b>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</b></p> <p>Developing skills needed to form respectful relationships and deal with difficulties including peer pressure and boundaries</p> <p>Respecting the choices and feelings of other people, including the importance of consent and permission-seeking and permission giving in all relationships</p> <p>Puberty, including physical and emotional changes</p> <p>Sexual relationships – how babies are made and born</p> <p>Body changes and how to cope with them</p> <p>Feelings and emotions about the future</p> <p>Understand what influences differences in people, the negative effects of stereotyping</p> <p>How to recognise when a friendship or family relationships is making them unhappy or uncomfortable and when to seek advice</p> <p>How to critically consider their online friendships and recognise where there is risk. Know how to report concerns</p> <p>How to report abuse, having the vocabulary and confidence to do so. Where to get advice</p> |

*\*Bold type indicates statutory Science curriculum points*

## The Health Curriculum

The Health Curriculum is divided into six strands:

- Mental Wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Basic First Aid

And is taught in all year groups.

| <b>YEAR GROUP</b>              | <b>CONTENT</b>  |
|--------------------------------|---|
| <b>Nursery &amp; Reception</b> | To name and recognise some feelings – including using the Colour Monsters<br>The benefits of time outdoors and the importance of daily exercise<br>Self-regulation strategies<br>How the internet can help us<br>What foods are healthy<br>How to call people who help us<br>How to wash our hands  |
| <b>Year 1</b>                  | That there are lots of feelings – and begin to expand their vocabulary of feelings words<br>How to recognise some feelings<br>The 5 ways to wellbeing – the importance of being active, being mindful and giving back to others<br>Why we shouldn't spend too much time online<br>That they need different types of exercise – and it should be every day |




|               |  |
|---------------|--|
|               | <p>What a healthy meal can look like, recognising different types of healthy foods</p> <p>How to stay safe in the sun</p> <p>How to stay clean and 'catch it bin it kill it'</p>   |
| <b>Year 2</b> | <p>The 5 ways to wellbeing using SMILE (socialise, move, interest, learn,engage)</p> <p>How to recognise and talk about their feelings and know that other people have feelings too</p> <p>The benefits of time spent with friends and family</p> <p>Why some games or social media have age restrictions</p> <p>How to talk to adults if they are worried about their health</p> <p>How to build a good exercise routine</p> <p>To recognise signs of ill health like weight loss or changes</p> <p>How to make a clear and efficient call to the emergency services</p> <p>Ways of staying healthy including cleanliness and prevention</p>                          |
| <b>Year 3</b> | <p>That mental wellbeing is part of who we are in the same way as physical health</p> <p>To expand their vocabulary for talking about feelings and begin to recognise scales of emotion</p> <p>Self care – how to feel better when we are feeling low or ill</p> <p>The importance of time outside and reducing screen or online time</p> <p>Some of the risks of not eating healthily and different types of healthy diets</p> <p>About personal hygiene, including germs</p> <p>About different types of exercise and how to find one you enjoy</p> <p>The health risks of smoking</p> <p>Basic First Aid – asthma attacks, bleeding, why first aid is important</p> |
| <b>Year 4</b> | <p>That the 5 ways to wellbeing support good mental health</p>   |

|               |  |
|---------------|--|
|               | <p>To expand their feelings vocabulary and recognise physical signs of feelings in themselves and others</p> <p>To build skills of talking about their feelings</p> <p>To know the importance of hobbies and interests for wellbeing</p> <p>The characteristics of a poor diet and risks associated with unhealthy eating, including tooth decay</p> <p>The importance of dental health and good oral hygiene</p> <p>The importance of having enough sleep</p> <p>Basic First Aid – broken bones, burns, how to stay safe</p>  |
| <b>Year 5</b> | <p>How to talk about their emotions, using an extended vocabulary and recognising how they feel in different situations</p> <p>Using that understanding to begin to manage the feelings of others</p> <p>That loneliness and isolation are not good for children and how talking to people, including talk about feelings, helps</p> <p>Who to talk to if they are worried about their own mental health or someone else's</p> <p>That bullying also impacts mental wellbeing, including online behaviours</p> <p>Some of the risks of not living a healthy lifestyle, including the impact of alcohol</p> <p>How a lack of sleep can impact mood, health and ability to learn</p> <p>How bacteria and viruses are spread, how to reduce the spread and how to treat them</p> <p>Basic First Aid – head injuries, choking, kindness and coping</p> |
| <b>Year 6</b> | <p><b>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</b></p> <p>How feelings and behaviours are linked and how to talk about this</p> <p>How to judge whether their emotional responses are</p>  |

|  |  |
|--|--|
|  | <p>proportionate and whether their behaviour is appropriate</p> <p>That mental ill health is common and treatable</p> <p>The importance of getting early help for mental and physical needs</p> <p>To consider the implications for others of their behaviour, including online</p> <p>How to plan and take responsibility for a healthy lifestyle</p> <p>How to be a discerning consumer of products and information</p> <p>Facts about legal and illegal substances and associated risks of both</p> <p>The facts and science related to vaccination, immunisation and allergies</p> <p>Basic First Aid – unresponsive and breathing, unresponsive and not breathing, seeking help</p> |
|--|--|

## **MONITORING AND EVALUATION**

Responsibility for monitoring, evaluating and updating this policy belongs to the Governing Body, Headteacher and PSHE Co-ordinator. In order to ensure the effectiveness and relevance of the programme this policy and the content of the teaching programme will be reviewed in light of:

-  Pupil feedback
-  Parent feedback
-  Staff review and feedback

## **DIFFICULT QUESTIONS**

We recognise that children will have questions about their RSE learning and that some of these might be sensitive. Teachers will endeavour to answer all questions that children ask and provide useful, supportive answers at an appropriate level. However, teachers are not obliged or expected to answer personal questions. Teachers will follow the guidelines in this

policy and seek advice where necessary based on the needs and developmental age of the child. Teachers will take appropriate actions to follow up on questions, which may include liaising with parents or other professionals. Teachers will provide opportunities for children to ask questions via a 'worry box' or other way to not identify themselves to their peers.

## **PARENTS**

Chambersbury School is aware that the primary role in children's sex education belongs to parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

We provide information to parents about our RSE policy, teaching and good practice through the school website, parent meetings and other sources. We answer parents' questions and take their concerns about their child's education and wellbeing seriously.

We believe that RSE is of enormous benefit to our children, helping us to ready them for the world beyond Primary School and provide information from more trustworthy sources than they may encounter online or from peers. However, we recognise that some parents may feel concerned and we encourage them to share their concerns with the Headteacher.

The Relationship Education Curriculum is statutory and as such there is no right to withdrawal from these lessons. Parents retain the right to excuse their child from non-statutory elements of Sex Education. Chambersbury does not teach any elements beyond the national curriculum for Primary School and there is no right to withdrawal from Science lessons that include sex education.

Parents are asked to discuss any concerns with the Headteacher.

## **CONFIDENTIALITY**

Teachers must not promise confidentiality and make it clear to pupils that the content of a conversation cannot be kept confidential.

In line with the school's policy for safeguarding children if any member of staff feels that a pupil is at risk of any type of abuse e.g. physical, sexual or emotional then this must be referred to the Designated Safeguarding Lead, who will take the necessary action. Teachers will share all concerns about a child through discussion with DSLs and via Cpoms and may also refer to the Brook Sexual Behaviours Traffic Light Tool

## **KEY RESOURCES**

- Excellence and Enjoyment: social and emotional aspects of learning (SEAL)
- Sex and Relationship Education Guidance (DfE 2019)
- Personal Development, Behaviour and Welfare document (OFSTED 2015).
- Sex and Relationships for the 21<sup>st</sup> Century (PSHE Association 2014)
- Living and Growing series of programmes (Channel 4 DVD)
- Statutory Framework for EYFS (DfE)
- Zones of Regulation

Further guidance can be found via the DfE website's guidance for schools accessible here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Further resources:

[First Aid Skills for Children | First Aid Champions \(redcross.org.uk\)](https://www.redcross.org.uk/first-aid-skills-for-children)

<https://www.pshe-association.org.uk/>

<https://www.healthyyoungmindsinherts.org.uk/schools>

<https://www.annafreud.org/>

<https://2simple.com/dot-com-digital/free-resources/>

<https://dotcomdigital.co.uk/>



## **Appendix: Primary RSE and Health Curricula**

***For Relationships Education, the DfE states that by the end of Primary School all children will know:***

### **Families and people who care for me**

- ✚ that families are important for children growing up because they can give love, security and stability.
- ✚ the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- ✚ that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- ✚ that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- ✚ that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- ✚ 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**

- ✚ 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.

### **Respectful relationships.**

- ✚ 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.
- ✚ about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- ✚ what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- ✚ the importance of permission-seeking and giving in relationships with friends, peers and adults.

## Online relationships

- ✚ that people sometimes behave differently online, including by pretending to be someone they are not.
- ✚ that the same principles apply to online relationships as to face to face relationships, including the importance of respect for others online including when we are anonymous.
- ✚ the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- ✚ how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- ✚ how information and data is shared and used online. Being safe Pupils should know
- ✚ 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.

***The DfE states that for Health Education by the end of Primary School all children should know:***

### **Mental wellbeing**

- ✚ that mental wellbeing is a normal part of daily life, in the same way as physical health.
- ✚ that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- ✚ how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- ✚ how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- ✚ the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental 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 issues arising online).
- ✚ it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. Internet safety and harms Pupils should

know

- ✚ 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 know how 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 Pupils should know
  - ✚ 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

- ✚ 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

- ✚ the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
- ✚ Health and prevention Pupils should know
- ✚ how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- ✚ about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- ✚ the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- ✚ about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- ✚ about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- ✚ the facts and science relating to allergies, immunisation and vaccination.
- ✚ Basic first aid Pupils should know:
- ✚ 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**

- ✚ 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.