

# Willowbrook Primary School



## PSHE including RSHE Policy

## Policy Statement of Intent

- To ensure the current curriculum meets the statutory Personal, Social, Emotional Education including Relationships and Sex Education guidance for 2020.
- To ensure pupils, appropriate to their age and capability, have a good understanding of PSHE - including relationships, sexual development, and their human rights.
- To inform parents and carers of the curriculum content for Relationships and Sex Education (RSE), and of the values the school is promoting.
- To assist, guide and protect teachers, who will use this policy to guide their lesson planning, and to put boundaries around the issues they can explore with children, and the range of ways that these can be explored.
- To assist visitors to the school (health professionals, speakers etc) who will also need to know about the school's aims, objectives, and values that the school's RSE promotes.

## Values & Beliefs

This Relationship and Sex Education (RSE) policy and Personal, Social, Health and Economic (PSHE) Policy supports the wider school approach to supporting pupils to be safe, happy, and prepared for life beyond school. We believe that the education provided will put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships.

Our PSHE/RSE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHE/RSE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE/RSE program, built around a spiral curriculum of recurring themes, designed to:

- Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
- Encourage and support the development of social skills and social awareness;
- Enable pupils to make sense of their own personal and social experiences;
- Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- Enable effective interpersonal relationships and develop a caring attitude towards others;
- Encourage a caring attitude towards and responsibility for the environment;
- Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
- Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

## **Delivery of PSHE/RSE**

Class teachers follow the suggested six-half-termly units provided by SCARF for each year group. Lessons can be a weekly stand-alone PSHE/RSE lesson or be cross-curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE/RSE lead often discuss this on an informal basis.

We have chosen SCARF as our PSHE/RSE resource because the lessons build upon children's prior learning. We have assessed the content and feel that it is relevant and sensitive to the needs of our students. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge. Teachers also capture and record each child's progress using pre and post unit assessment tools. This means that they use resources provided to carry out a baseline assessment and follow this up with a progress assessment at the end of the unit. This type of evaluation enables both the teacher and the child to see clearly progress that they have made.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy which can be found on our website and hard copies from the school office.

Support is provided to children experiencing difficulties on a one-to-one basis, via our pastoral lead, Caron Davis. Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice, alongside suitable books which can be found in the library. The school council are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

The main class teacher will deliver the content of Sex and Relationship Education, supported by the PSHE/RSE lead where appropriate. Where external organisations can enhance delivery of these subjects, bringing in specialist knowledge, they will be used to enhance teaching with that staff member rather than replace it. Any teaching materials delivered by a visitor will be viewed in advance and quality checked. As a school, we retain the freedom to determine an age-appropriate, developmental curriculum.

### **How the delivery of the content will be made accessible to all pupils**

It is not our school's policy to withdraw pupils with special educational needs from PSHE/RSE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE/RSE education programme. Work in PSHE/RSE considers the targets set for individual children in their Individual Education Plans (IEPs).

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content, to meet the needs of the children in their class and to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE/RSE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also

ensure that any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our PSHE/RSE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

Please request to see the school's policy on anti-bullying, equality, diversity and inclusion for further information.

### **Right to be excused from sex education (Right to Withdraw) Procedures**

Parents/carers have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory RSE (Year 6 only). The class teacher or head teacher will discuss with parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on a child. Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum. There is no right to withdraw from Relationships Education or Health Education.

### **Content**

The SCARF medium term planning for Early Years Foundation Stage, Key stage 1 and 2 and the overview of our Science programmes of study can be found in the in the appendices page. These are attached within the policy appendices.

### **Whole School**

The SCARF programme divides the year into 6 themed units:

1. **Me and My Relationships:** includes content on feelings, emotions, conflict resolution and friendships;
2. **Valuing Difference:** a focus on respectful relationships and British values;
3. **Keeping Myself Safe:** looking at keeping ourselves healthy and safe
4. **Rights and Responsibilities:** learning about money, living the wider world and the environment;
5. **Being My Best:** developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. **Growing and Changing:** finding out about the human body, the changes that take place from birth to old age and being safe.

The Relationships and Sex Education forms part of a timetabled PSHE/RSE programme. The **SCARF scheme** provides a comprehensive programme of relationships and sex education ('Relationships' & 'Changing Me' element) and is an integral part of the children's overall PSHE/RSE provision in school. It takes a developmental approach and spirals the knowledge, skills and attributes from Foundation Years to Year 6. It gradually revisits and reintroduces topics

at a deeper level in each year group. It rehearses, emphasises and embeds essential skills and attributes.

Relationships Education, RSE and Health Education complement several national curriculum subjects. Teachers will also look for opportunities to draw links between the subjects and integrate teaching where appropriate so as not to duplicate content.

### **The Early Years Foundation Stage**

In the Early Years Foundation Stage, PSHE/RSE education (Personal Social Emotional Development/Characteristics of Learning) is about making connections; it's strongly linked to child-led activities, including play. PSHE/RSE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

### **Science**

At Key Stage 1 and 2, the National Curriculum includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty. It also includes reproduction in some plants and animals.

### **Computing**

The National Curriculum aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science. It covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully, and securely, how to keep personal information private, and where to go for help or support.

### **PE**

The National Curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

### **RE**

Alongside the wider teaching of understanding the importance of self-respect and self-worth, weekly Acts of Worship and teaching of the values of honesty, integrity, courage, humility, kindness, generosity, friendship, trustworthiness, and a sense of justice help children to develop positive personal attributes.

### **Mental Health and Wellbeing**

Our relationships education creates the opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

### **Best Practice promoted within the PSHE/RSE Education:**

- Pupils adhere to agreed ground rules
- Teachers use effective distancing through use of case studies, scenarios, characters etc.
- Inclusive use of language
- Good use of questioning to extend pupils' understanding
- Good quality, safe PSHE/RSE resources
- Interactive and collaborative activities that balance knowledge, skills and attributes
- Opportunities to signpost support services

- Support and differentiation for vulnerable pupils (For some SEND pupils there may be a need to tailor content and teaching to meet specific needs of pupils at different developmental stages.)
- Teachers adapt the learning to provide appropriate challenge
- Assessment for and of learning is integrated into the lesson

**For the full range of content that children should know by the end of Key Stage 2, see Appendix I**

**For details of how the SCARF scheme includes all elements of the statutory guidance for relationships and when each topic is taught at what age, see Appendix II**

### **Managing Difficult Questions**

Primary-age pupils often ask their teachers questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Some of these questions may be better not dealt with in front of the whole class. A 'Question Box' available to pupils will enable children to confidentially ask questions that they may feel embarrassed to ask in front of others. This also enables teachers time to think about how best to manage sensitive questions and to seek support if needed. Nevertheless, given ease of access to the internet for many young children, teachers and parents should avoid leaving questions unanswered for risk of children seeking information from inappropriate sources.

### **Safeguarding**

Subject content and discussion may lead to increased disclosures. Staff should handle reports pupils may make as a result of the subject content as set out in the school's Safeguarding Policy.

### **Transition phase before moving to secondary school**

Parents will be consulted before the final year of primary school about the detailed content of what will be taught in Sex Education. Support will be offered to parents in talking to their children about sex education and how it links to what is being taught in school. This is to support pupils' ongoing emotional and physical development.

### **Staff Training**

All members of staff have access to the PSHE/RSE Association member resources for continued professional development. This is to ensure teachers continue to be supported and skilled in discussing sensitive and controversial issues. Staff training will take place to support teachers to confidently establish the new mandatory provision for RSE 2020. Specific training needs will be addressed in individual performance management reviews.

### **Links to other school policies**

This policy works in conjunction with the following school policies:

- Safeguarding
- Behaviour
- Inclusion
- Equality Duty
- Anti-bullying
- Teaching, Learning and Assessment
- Confidentiality policy
- DfE 'Keeping children safe in education'

## **Legislation**

The Relationships Education and Health Education (England) Regulations 2019 have made Relationships and Health Education compulsory in all primary schools. Under the provisions of the Equality Act 2010, schools must not unlawfully discriminate against pupils because of their 'age, sex, race, disability, religion or belief, gender reassignment ... or sexual orientation' (protected characteristics).

The school acknowledges the Church of England's teaching that marriage is a lifelong and exclusive union, and respects the different types of families that children may be brought up in. Whilst it is not a requirement to teach 4 about same-sex relationships in primary school, the school regards all marriages as equal and, in line with legislation, children will learn about the Church of England's values of love, compassion, tolerance and community spirit.

## **Monitoring of Outcomes**

Pupils should develop critical skills and learn how to evaluate information and make informed judgements. The school participates in the annual Essex SHEU survey, which surveys the children's own perspectives and collects data anonymously (years 4 -6). The school receives data that gives an indication of children's background, levels of physical activity, healthy lifestyle and mental health and wellbeing. This data is analysed each year to provide the school with information that helps the school to self-evaluate the impact of the curriculum and informs future planning.

In addition, a whole school audit for mental health and wellbeing is undertaken every few years to analyse similar questions, but across the whole school.

At Willowbrook Primary School, we use three methods of monitoring and assessing learning within PSHE/RSE. These include:

### **SCARF Progress**

For each of the six units we carry out a specially designed pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. This both teacher and child to see what progress has been made over the course of each half- termly unit of lesson plans.

### **SCARF Success**

At the end of a unit we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

### **Wearing my SCARF**

This approach encourages children to reflect personally on their learning. They can record what they found helpful, thought-provoking, challenging and where their learning might take them to next. This also plays a key role in helping us to evaluate the programme.

This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

The monitoring of the standards of children's work and of the quality of PSHE/RSE education is the responsibility of the subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE/RSE education and being informed about current developments in the subject.

The PSHE/RSE education subject lead gives the head teacher an annual summary report in which teaching and learning of the subject is evaluated. Areas for development are also identified. The PSHE/RSE education subject lead has specially-allocated regular management time, enabling them to review evidence of the children's work and monitor any assessments made.

## **Assessment**

There is no formal examined assessment for these subjects. Self-evaluations or pieces of work may capture progress as well as teacher assessments which identify where pupils need extra support or intervention. Where the sex education is taught within science, the knowledge aspects will be assessed in accordance with the school's assessment policy.

## **Sharing of progress with parents and carers**

Parent/Carer consultations and yearly reports will indicate the progress made by children within the curriculum areas of PSHE/RSE, PE and science.

## **Governors**

As well as fulfilling their legal obligations, governors should also make sure that:

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

## **Policy approval**

Recommended by the Local Board of Governors to the Trust Board for approval.

## **Roles & Responsibilities**

Clare Branton - Designated Child Protection / Safeguarding Officer / CPD Lead

Jolami Youngblood – Deputy Head (Mental Health and Emotional Wellbeing Lead)

Jolami Youngblood – Inclusion Leader

Hailey Albiston – PSHE/RSHE Lead (Responsible for ensuring the curriculum is implemented, monitored for quality of outcomes and ensures coverage of statutory guidance)

Caron Davis - Pastoral Lead

Clare Branton and Jolami Youngblood – PE Lead

Olga Cirdei – Science Lead

Jannine Walby – RE Lead

## **Sources of Further Information**

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE/RSE education policy for your school, The PSHE/RSE Association (September 2018)

Sex and Relationships Education (SRE) for the 21<sup>st</sup> Century, Brook, Sex Education Forum and PSHE/RSE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)

**Appendix 1**  
 Relationship Education  
 By the end of primary school:

<p><b>Families and people who care for me</b></p>	<ul style="list-style-type: none"> <li>• Pupils should know</li> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<p><b>Caring friendships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• 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.</li> </ul>
<p><b>Respectful relationships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> </ul>

	<ul style="list-style-type: none"> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>

<p><b>Mental wellbeing</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• 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).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
<p><b>Internet safety and harms</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that</li> </ul>

	<p>from search engines, is ranked, selected and targeted.</p> <ul style="list-style-type: none"> <li>• where and how to report concerns and get support with issues online.</li> </ul>
<b>Physical health and fitness</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to immunisation and vaccination</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> </ul>
<b>Changing adolescent body</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>