

**WINFORD CHURCH OF ENGLAND PRIMARY SCHOOL**

**Winford School~ where children flourish**

*Happiness-trust-peace-respect-forgiveness-curiosity-hope-determination-cooperation-wisdom-patience-honesty*

*'I have come that they may have life and have it to the full'*

*John 10:10*

**Relationships and Sex Education (RSE) Policy**

**Definition of Relationships and Sex Education**

Relationships and Sex Education (RSE) is lifelong learning about physical, moral, social, cultural and emotional development. It is about understanding the importance of positive relationships and of respect, love and care. Within this context, it also involves learning about sex and sexual health at an age-appropriate stage of children's development.

**Aims**

RSE is delivered through our Personal, Social and Health Education (PSHE) programme and gives children opportunities to:

- Raise their self-esteem and confidence, so they are happy with themselves and their relationships with others
- Prepare for and positively manage the changes that occur to their bodies, minds and emotions as they grow from childhood to adulthood
- Understand the nature of positive human relationships and what traits and personal attributes will support them to flourish
- Recognise unhealthy relationships and know how to make safe and healthy decisions, including in the online world
- Develop understanding, tolerance and empathy for other people who may be different from them
- Prepare themselves for the opportunities, responsibilities and experiences of adult life and to develop resilience when facing difficult situations
- Understand where to access information and support

**The Framework for RSE**

Our approach to RSE is informed by:

- a) The ethos of the school, which encourages children to respect themselves and each other, take responsibilities for their own decisions and actions and take responsibility for their family, friends, school and the wider community
- b) The National Curriculum Science Programme of Study, which embeds aspects of Sex Education into the school curriculum
- c) The statutory 'Relationships Education, Relationships and Sex Education and Health Education guidance 2019' which makes Relationships Education compulsory in all state schools. It also recommends that all primary schools should teach sex education, tailored to the age and the physical and emotional maturity of children.

d) The Church of England charter for faith sensitive relationships education, relationships and sex education and health education.

e) The views of the whole school community; the role of parents in the development of their children's understanding about relationships is vital and we will provide opportunities for them to understand the purpose and content of RSE and be involved in its development. We inform parents through information sessions and communications when aspects of RSE will be taught. We also encourage an open-door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner. Governors and staff also contribute to the development of RSE and feedback from children informs content and the approach to teaching.

### **The RSE curriculum**

RSE will be delivered in an age-appropriate and honest way, which provides opportunities for all children to develop the skills, knowledge and attitudes they need to lead confident, healthy and independent lives. Children will be helped to understand their own bodies and feelings in an atmosphere where age-appropriate discussions about relationships and sex can take place without any stigma or embarrassment.

The Equality Act 2010 is clear that schools must not unlawfully discriminate against pupils with protected characteristics including age, sex, race, disability, religion or belief or sexual orientation. By promoting the values of love, respect and care for others, we will take positive action through the ethos of the school and the taught curriculum, to build a culture where all children feel valued, understand their rights to equal treatment and learn to challenge stereotypes.

While recognising the value of secure, loving relationships and of family life, we understand that many children within our school community grow up within alternative frameworks which provide a nurturing environment. We will teach about families in a sensitive way based on our knowledge of children and their circumstances and ensure that there is no stigmatisation based on different structures of support.

RSE can be a particularly important subject for children with Social, Emotional and Mental Health needs or additional learning needs as they may be more vulnerable to exploitation, bullying and other issues during their lives. When delivering RSE, teaching will be tailored to meet the specific needs of children at different developmental stages. Teachers and/or learning support assistants will work with individual pupils where required.

RSE will be taught by class teachers throughout the whole school as part of our Personal, Social and Health Education curriculum.

The resource we use to deliver the PSHE curriculum, including RSE, is Jigsaw PSHE. Parents are welcome to view this resource in school on request, or ask for a summary of what is taught in each year

***The teaching of RSE sits within our PSHE and science curriculum and will be delivered using the framework and materials from the Jigsaw scheme of work.***

### **Aim of the Jigsaw PSHE programme**

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of

the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Objectives/Pupil learning intentions:

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

### **Jigsaw Content**

Jigsaw covers all areas of PSHE for the primary phase, as the table shows:

Term	Puzzle name	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters)
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund- raising events
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self- esteem and confidence as well as healthy lifestyle choices
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills

Summer 2:

Changing Me

Includes Sex and Relationship Education in the context of looking at change

**Sex and Relationships Education - Jigsaw Content**

The grid below shows specific learning intentions for each year group in the ‘Changing Me’ Puzzle . These specific lessons sit within the whole Puzzle (6 lessons) which looks at change and coping with change in lots of contexts, so changes as we grow up and enter puberty are seen as one sort of change that we can all cope with.

Year	Piece Number and Name	Learning Intentions ‘Pupils will be able to...’
1	<b>Piece 4</b> -Boys’ and Girls’ Bodies	-identify the parts of the body that make boys different to girls and use the correct names for these. -respect my body and understand which parts are private
2	<b>Piece 4</b> -Boys’ and Girls’ Bodies	-recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private -tell you what I like/don’t like about being a boy/girl
3	<b>Piece 1</b> -How Babies Grow <b>Piece 2</b> -Babies <b>Piece3</b> -Outside Body Changes <b>Piece 4</b> -Inside Body Changes	-understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby -express how I feel when I see babies or baby animals -understand how babies grow and develop in the mother’s uterus and understand what a baby needs to live and grow -express how I might feel if I had a new baby in my family -understand that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babies -identify how boys’ and girls’ bodies change on the outside during this growing up process -recognise how I feel about these changes happening to me and know how to cope with those feelings --identify how boys’ and girls’ bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up -recognise how I feel about these changes happening to me and how to cope with these feelings
4	<b>Piece 2</b> -Having A Baby <b>Piece 3</b> -Girls and Puberty	-correctly label the internal and external parts of male and female bodies that are necessary for making a baby -understand that having a baby is a personal choice and express how I feel about having children when I am an adult -describe how a girl’s body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this - know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
5	<b>Piece 2</b> -Puberty for Girls <b>Piece 3</b>	-explain how a girl’s body changes during puberty and understand the importance of looking after myself physically and emotionally -understand that puberty is a natural process that happens to everybody and

	<p>-Puberty for Boys and Girls <b>Piece 4</b> -Conception</p>	<p>that it will be OK for me -describe how boys' and girls' bodies change during puberty -express how I feel about the changes that will happen to me during puberty -understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby -appreciate how amazing it is that human bodies can reproduce in these ways</p>
6	<p><b>Piece 2</b> -Puberty <b>Piece 3</b> -GirlTalk/Boy Talk <b>Piece 4</b> -Babies – Conception to Birth <b>Piece 5</b> -Attraction</p>	<p>-explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally -express how I feel about the changes that will happen to me during puberty -ask the questions I need answered about changes during puberty -reflect on how I feel about asking the questions and about the answers I receive -describe how a baby develops from conception through the nine months of pregnancy, and how it is born -recognise how I feel when I reflect on the development and birth of a baby -understand how being physically attracted to someone changes the nature of the relationship -express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this</p>

## Guidelines

- A range of teaching methods will be employed which encourage good quality discussion, the opportunity to ask questions and plenty of reflection time.
- RSE is delivered in mixed gender groups as we feel it is important that girls and boys receive the same information about the changes that are happening to them. Current Government guidance states that schools should foster healthy and respectful peer-to-peer communication and behaviour between boys and girls and we believe RSE is an important subject to meet this aim. However, single gender groupings may sometimes be formed in order to ask questions, if it is felt to be in the best interest of the children.
- Children will be encouraged to discuss issues with their parents/carers and the school will make them aware of any online material that might support them to talk to their children about content which is covered in the class.
- In order to establish a calm and safe environment, the following ground rules will be set:
  - No one (teacher or pupil) will have to answer a personal question
  - No one will be forced to participate
  - There will be no 'put downs', teasing or shaming
  - Meanings of words will be explored and discussed in as factual a way as possible.
  - Everyone should try to use the correct names for body parts.
- We encourage an ethos where children feel secure and confident to ask questions and we set clear parameters for discussion so that both teachers and children feel comfortable. Techniques such as 'question boxes' are used for children who don't want to ask questions out loud and these are helpful to give teachers reflection time, to think about an informative response.
- If a question is too explicit, feels too old for the child or is inappropriate for the whole class, the teacher will acknowledge it and attend to it later on an individual basis, having discussed the best way of responding with other appropriate members of staff, if necessary.

## Specific Issues

### **Parental right to withdraw**

Schools have a legal duty to teach some biological aspects of RSE through the Science curriculum and parents do not have the right to withdraw their children from these aspects of the curriculum. Parents cannot withdraw their children from Relationships Education, as it is a mandatory subject, but are entitled to withdraw their children from all or part of RSE that falls outside the National Curriculum. We are committed to working with parents and any wishing to exercise this right should contact the headteacher who will explore their concerns and discuss the possible impact that withdrawal may have on their child, before a final decision to withdraw is made.

### **Monitoring**

The RSE programme is monitored by the PSHE coordinator and this may take the form of lesson observations, monitoring the use of teaching materials, work sampling, pupil interviews, or staff and parental feedback. The school will give the leader time to monitor and evaluate the school's RSE programme.

### **Safeguarding/confidentiality**

As a general rule, a child's confidentiality will be maintained by the teacher or member of staff concerned. However, effective RSE brings an understanding of what is and isn't acceptable in a relationship and may lead to disclosure relating to neglect, physical, emotional or sexual abuse. If this were to happen the member of staff involved will inform the Designated Safeguarding Leader who may confer with the Headteacher before any decision is made. The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported by the teacher throughout the process.

### **Use of Visitors**

Visitors to the school enhance the teaching of RSE, but their input does not replace the teaching provided by school staff. The input of visitors is monitored and evaluated by the staff. Sometimes we invite the North Somerset School Nursing team into upper key stage 2 to supplement teaching.

### **Provision for pubertal pupils**

Sanitary Disposal Units and products are located in the year 5/6 disabled toilet. Girls requiring sanitary protection are made aware that they are able to use the facilities without asking permission.

### **Evaluation and Review.**

The Headteacher is responsible for the implementation and monitoring of this policy. The PSHE Leader and Headteacher will report back to the Local Governing Body when reviewing this policy. All staff members and governors will receive a copy of this policy and it will be uploaded to the School website. A copy is available to parents, from the school office on request. The policy has been fully discussed in a governors' meeting and staff meeting.

This policy was developed, involving the Head teacher, class teachers, governors, parent representatives and children (via feedback on existing provision) and will be **reviewed every two years**.

## APPENDIX i

### THE CHURCH OF ENGLAND Education Department:

### A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)<sup>8</sup>

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At Winford Church of England Primary School, we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

#### **We commit:**

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. **That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the school's published policy for RSHE.
3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act<sup>9</sup> and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

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<sup>8</sup>RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

<sup>9</sup>The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special educational needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality Relationships and Sex Education.
8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

## **APPENDIX ii**

### **RSE expectations: primary**

Here's what all pupils should know by the end of primary school. These are the expectations set by the **Department for Education**.

#### **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 other people's 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, honesty, trust and trustworthiness, loyalty, kindness, generosity, 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're 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 cyber-bullying), 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're not
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online (even when we're 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've never met
- How information and data is shared and used online

### **Being safe**

- 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's 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/unsafe physical and other contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't 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're heard
- How to report concerns or abuse, and the vocabulary and confidence they need to do so
- Where to get advice (e.g. family, school, other sources)

### **Source:**

These expectations are set out in the Department for Education's [guidance for schools on relationships education, RSE and health education](#).

**APPENDIX iii**

<b>Year Group</b>	<b>National Curriculum Science expectations</b>
<b>1</b>	<p>-identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p><i>-Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes (Non Stat. advice and guidance)</i></p>
<b>2</b>	<p>-notice that animals, including humans, have offspring which grow into adults</p> <p>-find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>-describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>
<b>3</b>	
<b>4</b>	
<b>5</b>	<p>-describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>-describe the life process of reproduction in some plants and animals.</p> <p><i>-Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. (Non. Stat advice and guidance)</i></p> <p>-describe the changes as humans develop to old age.</p> <p><i>-Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.(Non. Stat advice and guidance)</i></p>
<b>6</b>	<p>-recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p><i>-Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body (Non Stat. advice and guidance)</i></p>

## APPENDIX iv

### Relationships Education, Relationships and Sex Education and Health Education Guidance Document DfE 2019

#### Physical Health and Mental Wellbeing.

Mental wellbeing	<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>
Internet safety and harms	<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 know how 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 from search engines, is ranked, selected and targeted.</li><li>• where and how to report concerns and get support with issues online.</li></ul>
Physical health and fitness	<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</li></ul>

	<p>achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <ul style="list-style-type: none"> <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>
Healthy eating	<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>
Drugs, alcohol and tobacco	<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>
Health and prevention	<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 allergies, immunisation and vaccination.</li> </ul>
Basic first aid	<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> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<p><b><i>Pupils should know</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</i></b></li> <li>• <b><i>about menstrual wellbeing including the key facts about the menstrual cycle.</i></b></li> </ul>