



Clifton Primary School

Relationships and Sex Education Policy

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1.Aims

The aim of Relationships and Sex Education (RSE) is to provide children with age appropriate information, attitudes and values in order to develop healthy, nurturing relationships of all kinds. In addition, RSE will promote self-esteem and emotional health and well-being based on respect for themselves and for others, at home, school, work and in the community. Clifton Primary School considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social, Health and Economic (PSHE) curriculum. There is extensive overlap and all components are essential to the teaching and learning of both PSHE and RSE education. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere. This policy sets out the framework for our relationships and sex curriculum, providing clarity on how it is informed, organised and delivered.

The aims of Relationships and Sex Education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships, including the importance of family for the care and support of children
- Help children to understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations, protect themselves and ask for help and support
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

These aims complement those of the Science curriculum in KS1 and KS2.

2. Statutory Requirements

As a maintained primary school, from 2020, we must provide relationship and health education (RS&HE) to all pupils as per section 34 of the Children and Social work act 2017. Relationship education will be taught as part of our PSHE curriculum. As a primary school, we are not required to provide sex education apart from the elements included in the primary science curriculum. However, as part of their PSHE education, pupils in Years 5 and 6 will receive stand-alone sex education lessons, delivered by a trained health professional which parents have the right to withdraw their child from (for right to withdraw please see section 7).

Should you like to see the guidance from the government please see:

- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

3. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, our bodies, sexuality, consent, healthy lifestyles, diversity and personal identity. RSE involves a

combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

4. Curriculum

At Clifton Primary School RSE is taught and embedded within our PSHE Curriculum. The Relationship and Sex education curriculum are covered within the PSHE scheme and Health education requirements. We follow a programme of study developed from the Coram Life Education's SCARF Scheme of Work, which is in line with latest statutory guidance from the Department for Education. Our curriculum overview is set out as per Appendix 1 however we may need to adapt it as and when necessary. Our curriculum has been developed to consider and reflect the age, needs and feelings of all pupils. The areas of learning outlined below are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Primary sex education will focus on:

- Sexual difference and naming body parts
- Preparing boys and girls for the changes that adolescence brings, drawing on knowledge of the human life cycle
- Exploring the impact of puberty on the body and the importance of physical hygiene
- Understanding that menstruation and wet dreams are a normal part of growing up
- How a baby is conceived and born, considered in the context of relationships
- Answering each other's questions about sex and relationships with confidence and knowing where to find support and advice

Health education focuses on positively influencing the behaviour of healthy choices relating to:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy Eating
- Drugs alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

**Please remember we use our curriculum overview as a coverage guide and use our own discretion as to what is and isn't appropriate for certain year

groups** Please see Appendix 1, Appendix 2, Appendix 3 and Appendix 4 for the end of year and of school expectations.

5. Delivery of RSE

RSE is delivered within the personal, social, health and economic (PSHE) education curriculum however we also teach RSE through other subject areas. A range of teaching methods are used to deliver RSE. These include use of video, discussion, circle time, drama and role play. RSE will usually be delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant. Where relevant pupils may also receive stand-alone sex education sessions, this is more appropriate for Year 5 and Year 6. Teachers will ensure that children's views are listened to and will encourage them to ask and answer questions in lessons.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. Relationships and sex education will be linked to the following subjects in particular:

- Science - children will learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty
- Computing and ICT – children will learn about safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support
- RE – children will learn about family relationships and cultural traditions including birth, marriage and death.
- PSHE – children will learn about respect and difference, values and characteristics of individuals. They will also learn the requirements of the law, their responsibility and possible consequences of actions.
- PE – children can explore how exercise can lead to healthier lifestyles

6. Roles and Responsibilities

6.1 The Governing Body

The governing board are responsible for:

- The approval of the RSE policy
- Ensuring the curriculum is well led, effectively managed and well planned
- Evaluating the quality of provision and pupil performance

6.2 The Headteacher

The headteacher is responsible for:

- The overall implementation of this policy
- ensuring that RSE is taught consistently across the school
- managing requests to withdraw pupils from non-statutory/nonscience components of RSE (see section 7).
- Ensuring that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitoring this policy on a regular basis and reporting to governors on the effectiveness of the policy

6.3 The Subject Co-ordinator:

The Subject Co-ordinator is responsible for:

- Overseeing the delivery of the subject

- Ensuring the curriculum content is well planned, well - resourced and high quality
- Ensuring the school meets statutory requirements in relation to the relationships and sex curriculum without duplicating the content covered in the national curriculum
- Ensuring the relationship and sex curriculum is accessible for all children
- Monitoring and evaluating the effectiveness of the subject and reporting to the head teacher

6.4 Staff

All Staff are responsible for:

- Delivering RSE in a sensitive way without expressing personal views or beliefs
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils by differentiated as appropriate to address the needs of children, including SEND or Social and Emotional needs
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding policy
- Working with the subject co-ordinator to evaluate the quality of provision

At Clifton Primary School teachers are responsible for teaching RSE. Staff do not have the right to opt out of teaching RSE and any staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

6.4 Pupils

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

6.5 Parents

The school is well aware that the primary role in children's RSE lies with 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 cooperation.

In promoting this objective, we:

- inform parents about the school's RSE policy and practice; this includes informing parents by letter or email before beginning to teach a unit of RSE
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

7. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from. Parents do have the right to withdraw their children from

all or part of the non-statutory components of sex education within RSE. Requests for withdrawal should be highlighted to the headteacher in the first instance. The request will be automatically granted however the request will be discussed with the parent to look over the benefits of receiving this education along with the adverse effect's withdrawal may have on the child, educationally and socially. This will be a personal, private discussion. Appropriate, alternative work will be given to pupils who are withdrawn from sex education.

8. Staff Training

Staff are trained on the delivery of RSE as part of continuing professional development. Training of staff will also be scheduled around any updated guidance on the programme and any new developments within school or the wider community which may need to be addressed.

9. Working with external experts

External experts may be invited from time to time to assist with the delivery of relationships and sex education such as the school nurse. The session will be discussed prior to delivery to ensure the content is age appropriate and accessible for all pupils. Visitors should complement but never substitute or replace planned provision.

10. Confidentiality

All Staff involved in the delivery of RSE are aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship may lead to disclosure of a child protection issue. One of the schools Designated Safeguarding Leads must be informed should such a situation arise and disclosures will be dealt with in line with school and local authority procedures relating to child protection. No member of staff can promise confidentiality if there are any concerns in these circumstances. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

11. Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

12. Equality and Diversity

At Clifton Primary School, RSE education is accessible to every pupil. Teaching will take into account the ability, age, gender, sexual orientation, readiness and religious and cultural backgrounds of our young people to ensure that all can fully access our PSHE education provision, in accordance with the Equality Act 2010. Teachers understand they may need to adapt lessons and learning to suit all children.

13. Monitoring Quality

Delivery of RSE is monitored by the subject co-ordinator and headteacher through, for example, self-evaluations, lesson feedback, learning walks, work scrutiny, lesson planning scrutiny. Pupils' development in RSE is monitored by class teachers as part of our internal formative and summative assessment. The subject co-ordinator will work closely with the headteacher and RSE link governor to evaluate the effectiveness of the subject and implement any changes.

14. Monitoring and review

Monitoring of this policy is the responsibility of the Head Teacher and the PSHE Co-ordinator. The governing body is responsible for approving this policy. This policy will be reviewed annually by the PSHE co-ordinator and Head Teacher. This policy will also be reviewed in light of any changes to statutory guidance or feedback from parents, staff or pupils and any issues within the school or local area that need addressing.

15. Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum.

Parents are provided with the following information:

- The content of relationships, sex and health education
- The delivery of relationships, sex and health education, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

Parents are consulted in the review of the curriculum and this policy and are encouraged to provide their views at any time.

16. Further policies

In conjunction with this policy, please also see:

- Behaviour policy and procedures
- Safeguarding and Child Protection policy
- Anti-bullying policy and procedures
- Online safety policy

Appendix 1 - Whole school curriculum overview

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p><u>Year 1 & 2</u></p> <p><u>Year A</u></p> <p>(Year 1 Curriculum)</p>	<p><u>Autumn 1</u> Being my Best (growth mindset, keeping my body healthy)</p> <p><u>Autumn 2</u> Me and My Relationships (feelings, getting help, classroom rules)</p>	<p><u>Spring 1</u> Valuing Difference (recognising, valuing and celebrating difference, developing tolerance and respect)</p> <p><u>Spring 2</u> Keeping Myself Safe (how our feelings can keep us safe, keeping healthy, medicine safety)</p>	<p><u>Summer 1</u> Rules, Rights and Responsibilities (taking care of things: myself, my money, my environment)</p> <p><u>Summer 2</u> RSE: Yr1: Growing and Changing unit (getting help, becoming independent, my body parts) Yr2: Growing and Changing unit (life cycles, dealing with loss, being supportive)</p>
<p><u>Year 1 & 2</u></p> <p><u>Year B</u></p> <p>(Year 2 Curriculum)</p>	<p><u>Autumn 1</u> Being my Best (growth mindset, looking after my body)</p> <p><u>Autumn 2</u> Me and My Relationships (bullying and teasing, our school rules about bullying, being a good friend, feelings/self-regulation)</p>	<p><u>Spring 1</u> Valuing Difference (being kind and helping others, listening skills)</p> <p><u>Spring 2</u> Keeping Myself Safe (safe and unsafe secrets, appropriate touch, medicine safety)</p>	<p><u>Summer 1</u> Rules, Rights and Responsibilities (cooperation, self-regulation)</p> <p><u>Summer 2</u> RSE: Yr1: Growing and Changing unit (getting help, becoming independent, my body parts) Yr2: Growing and Changing unit (life cycles, dealing with loss, being supportive)</p>
<p><u>Year 3 & 4</u></p> <p><u>Year A</u></p> <p>(Year 3 Curriculum)</p>	<p><u>Autumn 1</u> Being my Best (keeping myself healthy, celebrating and developing my skills)</p> <p><u>Autumn 2</u> Me and My Relationships (cooperation, caring friendships, respectful relationships)</p>	<p><u>Spring 1</u> Valuing Difference (recognising and respecting diversity, being respectful and tolerant)</p> <p><u>Spring 2</u> Keeping Myself Safe (managing risk, drugs and their risk, staying safe online)</p>	<p><u>Summer 1</u> Rules, Rights and Responsibilities (skills we need to develop as we grow up, helping and being help)</p> <p><u>Summer 2</u> SRE: Yr3: Growing and Changing unit (relationships, menstruation, keeping safe) Yr4: Growing and Changing unit (body changes during puberty, managing difficult feeling, relationships including marriage)</p>
<p><u>Year 3 & 4</u></p> <p><u>Year B</u></p> <p>(Year 4 Curriculum)</p>	<p><u>Autumn 1</u> Being my Best (having choices and making decisions about my health, taking care of my environment)</p> <p><u>Autumn 2</u> Me and My Relationships (recognising feelings, bullying, assertive skills)</p>	<p><u>Spring 1</u> Valuing Difference (recognising and celebrating difference including religions and cultural difference, understanding and challenging stereotypes)</p> <p><u>Spring 2</u> Keeping Myself Safe (managing risks, understanding the norms of drug use, cigarette and alcohol use, influences)</p>	<p><u>Summer 1</u> Rules, Rights and Responsibilities (making a difference, different ways of helping others or the environment, media influence, decisions about spending money)</p> <p><u>Summer 2</u> SRE: Yr3: Growing and Changing unit (relationships, menstruation, keeping safe) Yr4: Growing and Changing unit (body changes during puberty, managing difficult feeling, relationships including</p>

			marriage)
<p><u>Year 5 & 6</u></p> <p><u>Year A</u></p> <p>(Year 5 Curriculum)</p>	<p><u>Autumn 1</u> Being my Best (growing independence and taking responsibility, media awareness and safety)</p> <p><u>Autumn 2</u> Me and My Relationships (feelings, friendship skills including compromise, assertive skills)</p>	<p><u>Spring 1</u> Valuing Difference (recognising and celebrating difference, including religions and cultural, influence and pressure of social media)</p> <p><u>Spring 2</u> Keeping Myself Safe (managing risk, including staying safe online, norms around use of legal drugs - tobacco and alcohol)</p>	<p><u>Summer 1</u> Rules, Rights and Responsibilities (rights and responsibilities, rights and responsibilities relating to my health, decisions about lending, borrowing and spending)</p> <p><u>Summer 2</u> SRE: Yr5: Growing and Changing unit (managing difficult feelings, managing change, getting help) Yr6: Growing and Changing unit (keeping safe, body imagine, self-esteem)</p>
<p><u>Year 5&6</u></p> <p><u>Year 6</u></p> <p>(Year 6 Curriculum)</p>	<p><u>Autumn 1</u> Being my Best (aspirations and goal setting, managing risk)</p> <p><u>Autumn 2</u> Me and My Relationships (Assertiveness, cooperation, safe/unsafe touches)</p>	<p><u>Spring 1</u> Valuing Difference (recognising and reflecting on prejudice-based bullying, understanding bystander behaviour)</p> <p><u>Spring 2</u> Keeping Myself Safe (emotional needs, staying safe online, drugs: norms and risks including the law)</p>	<p><u>Summer 1</u> Rules, Rights and Responsibilities (Understanding media bias, including social media, caring: communities and the environment, earning and saving money)</p> <p><u>Summer 2</u> SRE: Yr5: Growing and Changing unit (managing difficult feelings, managing change, getting help) Yr6: Growing and Changing unit (keeping safe, body imagine, self-esteem) Yr5: Growing and Changing unit (managing difficult feelings, managing change, getting help) Yr6: Growing and Changing unit (keeping safe, body imagine, self-esteem)</p>

Appendix 2 – Curriculum

(scan in curriculum milestones)

Appendix 3 - Relationships Education
By the end of primary school, pupils will know:

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. • that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. • 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 marriage¹³ 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.
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
<p>Respectful friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. <ul style="list-style-type: none"> • 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

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

Appendix 4 – Health Education
By the end of primary school:

<p>Mental Wellbeing</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including 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.
<p>Internet safety and harms</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and 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

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

