



**Personal Social and Health Education (PSHE)  
including statutory Health & Relationships  
Education (HRE) & Relationships and Sex  
Education (RSE) Policy**

**School Mission Statement**

At Garstang Community Primary School, we treasure each one of our pupils. We create inspirational learning opportunities in a vibrant, supportive environment in which our pupils grow together and are excited about their future in an ever-changing world.

**Aims**

- We recognise the individuality of each of our pupils and nurture them emotionally, socially, spiritually, morally and culturally.
- We create inspirational learning opportunities within an exciting curriculum, which equips our pupils with the skills and knowledge needed to be successful in a dynamic world.
- Our pupils become enterprising, inquisitive young people with high expectations of themselves and a lifelong love of learning.
- We develop strong partnerships with parents and carers, creating an atmosphere of mutual trust, and working together to provide the very best for our pupils.
- We create opportunities for our pupils to be active participants in the local and global communities and to develop an understanding of their place in the world.

Policy created by Alison Ayers

Date reviewed	Changes made	Signed
May 2021	I have updated my template to HRE (Health and Relationship Education) recently in line with national terminology	A. Ayers

# Garstang Community Primary School

## **Purpose:**

This policy covers our school's approach to all non-statutory elements of PSHE Education, statutory guidance on Health & Relationships Education (HRE). It also includes our approach to sex education in which we teach content beyond what is required by statutory health and Science. There are cross-curricular links with PE, Computing, RE and Maths.

It was written by the PSHE lead and developed in consultation with parents, teachers and other school staff, governors and the pupils at Garstang Community Primary School. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. The school's governing body has approved it.

## **What Personal, Social, Health and Economic (PSHE) education including Relationships Education, is:**

Our PSHE 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. We also teach Living in the Wider World/Economic education, which is non-statutory but valuable for our children to learn. Each year the PSHE lead, with the Senior Leadership Team (SLT), conduct a needs analysis to determine the curriculum design e.g. health data, plus school data, staff perspective and pupil voice, all of which form part of monitoring.

The school's PSHE 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 program, built around a spiral curriculum of recurring themes, designed to build on the Early Years Foundation Stage (EYFS) by:

1. Giving pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encouraging and support the development of social skills and social awareness
3. Enabling pupils to make sense of their own personal and social experiences
4. Promoting responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle
5. Enable effective interpersonal relationships and develop a caring attitude towards others

6. Encourage a caring attitude towards and responsibility for the environment
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers
8. 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.

### **How PSHE education, including Relationships Education, is taught**

We have chosen the SCARF programme, compiled by Coram Education, as our main PSHE resource. Coram Education also provide the Life Education facility to schools. SCARF is an acronym to cover all of the aspects of PSHE (Safety, Caring, Achievement, Resilience, Friendship). We use this 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 the children. 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. Alongside this, we also use other resources recommended by the PSHE Association, News round and wider media learning from the world around us.

Class teachers follow the suggested six half-termly units provided by SCARF for each year but we have tailored the curriculum to the needs of our pupils. 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 lead often discuss this on an informal basis.

In the appendices can be found our medium term planning for both Key Stage 1 and 2 and the Early Years Foundation Stage as well an overview of our Science programmes of study.

### **The Early Years Foundation Stage (EYFS)**

In the EYFS, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE 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.

Our Curriculum aims to create inspirational learning opportunities within an exciting curriculum, which equips our pupils with the skills and knowledge needed to be successful in a dynamic world. Key learning about relationships and health and wellbeing begins at this stage.

### **KS1 and KS2**

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 in the wider world and the environment
5. Being My Best: developing skills in keeping healthy, developing a growth mind set (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.

These words may come up in the lessons on Growing and Changing but are not necessarily taught.

Key Vocabulary	Growing and Changing
Reception	Naming body parts
Year 1	Life cycle Baby Adulthood Mature Change Penis Testicles Vagina Secret Surprises Uncomfortable
Year 2	Life cycle Male Female Penis Testicles Vagina Private Acceptable Unacceptable Comfortable Uncomfortable Loss
Year 3	Nutrients Love Affection Care Appropriate/Inappropriate touch Body space
Year 4	Loss Change Secret Surprise Safe Unsafe Uncomfortable Love Care
Year 5	Puberty Personal hygiene Relationships Emotions Menstruation Periods Sanitary towels/Pads Tampons Ovary Fertilisation Vagina Pregnancy Womb/Uterus Embryo Umbilical cord Testicles/testes Teenager Milestone Perceptions Larynx Facial hair Responsibilities Growth spurt Hormones Secrets Surprises Safe Unsafe Acceptable Unacceptable Privacy
Year 6	Trust Respect Umbilical Cord Midwife Relationships Pregnancy Embryo Labour Penis Independence Friends Pubic hair Voice breaks Menstruation Semen Growing taller Hips Widen Erection Tampon Sanitary towel/pads Breasts Hormones Wet dream Ovulation Sperm Underarm hair Feeling moody Vagina Condom Womb Fallopian tubes Consensual

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. We follow our school's safeguarding and child protection policy and procedures, which deliver the Department for Education's guidance on 'Keeping Children Safe in Education', which states:

*"Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child."*

(Source: Keeping children safe in education - Statutory guidance for schools and colleges, September 2016, p5)

Clear ground rules help students express their ideas and feelings while showing respect for others. Children are reminded that what they, or others, say in the lesson shouldn't be discussed outside the lessons and is treated confidentially by all and how this creates a safe learning environment. If children do wish to discuss a sensitive matter with staff, they are able to do so in a safe environment with a trusted adult. Children are also reminded that if they say anything of concern, staff may need to share this with other adults.

We also use distancing techniques. Distancing means thinking and talking about sensitive issues as an observer or in the third person, rather than in the first person and using personal examples. When students can distance themselves from a sensitive issue, they can think more clearly about it and without their thoughts being affected by strong emotions. This can help them more easily derive meaning and insight from the example. When discussing examples, help students think about what someone 'like them' might experience, feel, think, say or do. 'Can you imagine a young person about your age, who lives and goes to school around here and who...?' Using photos or illustrations of a scenario can help with this. When thinking about how best to act or respond to a scenario in a lesson, ask questions that help students explore how they might help a friend, younger student or sibling or act as an 'agony aunt' or 'uncle'. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical

and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6, children will learn how an egg is fertilised, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

We have regular visits from the NSPCC and they deliver the Speak Out Stay Safe safeguarding programme to the whole school. The trained staff deliver an assembly and workshop in a fun and interactive way with the help of Buddy the mascot. We also have visits from other charities like Living Streets and we take part in Walk to School week and we invite other individuals into school to tie in with our assembly themes. Each year we take part in Anti-Bullying week and Odd socks day for Charity.

In KS1 & 2 PSHE lessons are taught by school staff once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques. 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 school website.

Support is available to children experiencing any emotional difficulties on a one-to-one basis, via our Pastoral lead Mrs Reeves. These difficulties may be highlighted by parents, teachers or the children themselves. Children understand that they may ask for support at any time for any pastoral needs they have. 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.

### **How PSHE education is monitored, evaluated and assessed**

At Garstang Community Primary school, we use Assessment for Learning (AFL), which enables us to monitor progress, record key points and identify areas for further development. We also encourage our children to reflect personally on their learning. They can record what they found thought provoking, or challenging and their feelings, and where their learning might take them next.

The children have a PSHE book and we use floor books, which capture the questioning, discussion, listening, brainstorming, drama, hot seating etc. of the whole class, groups or individuals.

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 education is the responsibility of the PSHE subject lead. The work of the subject lead also involves

supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject and training.

The PSHE education subject lead gives the head teacher and Governors an annual summary report in which teaching and learning of the subject is evaluated, areas for development are also identified so they can see 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.

The PSHE education subject lead has specially allocated management time, enabling them to review evidence of the children's work, interviewing pupils on their learning, meeting with the school council, learning walks, lesson observations, reviewing teachers assessments and planning.

### **Implementation through inclusion, including meeting the needs of Special Educational Needs and Disability (SEND) pupils**

Our teachers provide learning opportunities matched to the individual needs of all children including those with special educational needs and disabilities. PSHE is taught inclusively to all children regardless of their race, religion and gender, whilst at the same time addressing the need for equal opportunity. The PSHE curriculum is in line with the Single Equality Duty Policy. Staff will ensure that no judgement will be passed on the lifestyles and choices made by others. If a safeguarding issue is raised, staff are required to follow the school's procedures.

### **Equality**

Under the Equality Act 2010, our school acknowledges different ethnic, religious and cultural attitudes, disability, gender, sexual orientation 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.

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

We promote social learning and expect our pupils to show a high regard for the needs of others by recognising each individual is unique and recognising our individual difference.

We use PSHE Education (HRE) as a vehicle to address diversity issues and to ensure equality for all by high quality teaching and learning. We celebrate that we are all unique through our assemblies linked to national and global awareness days or weeks. We invite speakers into school and have Anti- Bullying week each year.

### **British Values**

At Garstang Community Primary School, we promote British values ensuring that our children leave school prepared for life in modern Britain. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Through aspects of school life such as voting for school council members, assemblies and discrete PSHE lessons, these values are embedded within our curriculum. We plan assemblies and lessons to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality,

### **Parental concerns and withdrawal of students**

Parents/carers have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents/carers are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the head teacher will invite the parent/carer to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent/carer the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent/care proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents/carers should be given every opportunity to understand the purpose and content of Relationships Health Education and Sex Education. Good communication and opportunities for parents/carers to understand and ask questions about our school's approach help increase confidence in the curriculum.

We will provide opportunities for parents/carers to view examples of resources through class/year group meetings either face to face or virtually. Ongoing communication with parents/carers about what is planned to be taught and when, will be provided through termly letters home. We advise parents/carers to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own family's values with regards to relationship, health and sex alongside the information they receive at school.



## Dissemination of the Policy

This policy has been made accessible to parents/carers, teachers and other school staff, governors through the school website. Anyone wanting a printed copy, or the policy to be provided in another language or format should make a request to the school office.

Should further information about PSHE education be required, please contact the PSHE education lead Alison Ayers

## Policy Review and Development Plan

The policy will be reviewed every three years, in consultation with parents/carers, teachers and other school staff, governors and pupils.

## 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)

The Departments final statutory information covering the requirements of these subjects.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Guide for Parents/carers on the statutory requirements

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

Teaching online safety in schools

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21<sup>st</sup> Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)

## This policy should be read in conjunction with the following:

- School's own Safeguarding/Child Protection policy (Inc. responding to disclosures)
- School's own Confidentiality policy
- School's own Anti-bullying policy

- School's own Equality, diversity and inclusion policy
  - DfE 'Keeping children safe in education' (2021)
- Useful resources/Appendices**

SCARF – policy and planning: templates, guidance, curriculum mapping and assessment tools (available online).

**Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document:** supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources:

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films> (password protected).

**PSHE Association PSHE Policy Guidance**

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-pshe-education-policy-your-school> (members only)

**The Sex Education Forum RSE Policy Guidance**

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The PSHE Association assessment guides for key stage 1-2 explain how PSHE teachers can use an ipsative model of assessment in PSHE education, and describe a wide range of methods available to assess progress, with accompanying examples from real classrooms.

<https://www.pshe-association.org.uk/system/files/Primary%20assessment%20guide.pdf>

**Child net** <https://www.childnet.com/resources/embedding-online-safety>

**Every Child matters campaign** <https://www.nhs.uk/oneyou/every-mind-matters/>

## Conclusion

The success of the policy will impact on the school's ethos. At Garstang Community Primary School we want our pupils to believe it is "cool to be clever" and to strive to achieve their full potential.

We want our staff to feel confident in offering appropriate levels of challenge for our most able. We will measure success by both academic performance and an increase in the confidence and independence of our learners.

## **Statutory Relationships Education**

**What pupils should know by the end of primary school:**

### **Topic 1: Families and people who care for me**

that families are important for children growing up because they can give love, security and stability.

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

### **Topic 2: Caring friendships**

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

### **Topic 3: Respectful relationships**

the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness]

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\* Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

• what a stereotype is, and how stereotypes can be unfair, negative or destructive.

• the importance of permission-seeking and giving in relationships with friends, peers and adults.

#### **Topic 4: Online relationships**

• that people sometimes behave differently online, including by pretending to be someone they are not.

• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

• how information and data is shared and used online.

#### **Topic 5: 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 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.

## **Statutory Health Education**

**What pupils should know by the end of primary school:**

### **Topic 1: Mental wellbeing**

that mental wellbeing is a normal part of daily life, in the same way as physical health.

- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### **Topic 2: Internet safety and harms**

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

### **Topic 3: Physical health and fitness**

- 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.

### **Topic 4: Healthy eating**

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

### **Topic 5: Drugs, alcohol and tobacco**

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### **Topic 6: Health and prevention**

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

### **Topic 7: Basic first aid**

- 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.

**Topic 8: Changing adolescent body**

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.