

**Article 23:** *You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.*

**Article 15:** *You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.*

**Article 29:** *Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.*

# Relationships, Sex and Health Education (RSHE)

**Policy Status:** Statutory

**Review Cycle:** Annually

**Owner:** Angela Morris – Deputy Head

**Date:** October 2022

**Approved by:** Local Governing Body (LGB)

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Grange Academy as part of Bedford Inclusive Learning and Training Trust (BILTT) is committed to equipping all our pupils with the character and knowledge they need for a happy and successful life. We teach pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships and build their self-efficacy. We do this by ensuring that:

- 1.1. high quality, evidence-based and age-appropriate as well as development appropriate teaching of RSHE effectively helps prepare pupils for the opportunities, responsibilities and experiences of adult life.
- 1.2. the teaching of these subjects also promotes the spiritual, moral, social and cultural development of our pupils. For example, we help pupils learn and remember more through the exploration of age and cognitively appropriate moral dilemmas.
- 1.3. RSHE education is accessible for all our pupils. We refer to the guidance for preparing for adulthood, as set out in the SEND Code of Practice when designing RSHE.

### **Our relationship, sex and health education leaders**

- 1.4. Our academy RSHE lead is Mrs Angela Morris, who liaises with the Trust RSHE lead and Designated Safeguarding Lead (DSL) to receive RSHE updates and training.
- 1.5. The RSHE lead and Designated Safeguarding Lead (DSL) for our Trust is Mrs Wooding.

### **Legislation and statutory guidance**

- 1.6. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education, and Relationships and Sex Education compulsory for all pupils receiving secondary education up to the age of 16.
- 1.7. This policy has been drawn up to comply with statutory and legislative requirements and guidance that covers this aspect of children's learning including:
  - 1.7.1. Statutory guidance from the Department for Education issued under Sections 34 and 35 of the Children and Social Work Act 2017.
  - 1.7.2. The Children Act 1989 (and 2004 amendment), as amended by the Children and Social Work Act 2017.
  - 1.7.3. Keeping Children Safe in Education (Updated January 2021).
  - 1.7.4. The Equality Act 2010, particularly the Public sector equality duty (PSED) (s.149 of the Equality Act).and the Special educational needs and disability (SEND) code of practice: HM Government 2014.
  - 1.7.5. The Data Protection Act 2018 and General Data Information Protection Regulations.
  - 1.7.6. Introduction to requirements – GOV.UK
  - 1.7.7. Plan your relationships, sex and health curriculum - GOV.UK
  - 1.7.8. Teaching about relationships, sex and health - GOV.UK
  - 1.7.9. Relationship Education, Relationship and Sex Education and Health Education guidance
  - 1.7.10. Inspecting teaching of the protected characteristics in schools – GOV.UK

### **Definitions**

Through designing and delivering the RSHE curriculum we take into account the age and religious background of all pupils and ensure that their teaching is appropriate and that the topics outlined in the statutory guidance are appropriately handled. We ensure that the content and materials used to support teaching are appropriate for the age and cognition of pupils and sensitive to their needs. As a result, the needs of all pupils are appropriately met, and all pupils understand the importance of equality and respect. With cognition and maturity in mind, during the secondary phase we include time for open discussion of topics that children and young people may find particularly difficult, such as consent and the sending of 'nudes'

#### **4.1. Relationships and health education (RHE) for primary phase pupils means:**

- 1.7.11. teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships and relationships with other peers and adults. This means that by the end primary, our children have a secure understanding of:
  - 1.7.12. families and people that care about them.
  - 1.7.13. caring friendships.
  - 1.7.14. respectful relationships.
  - 1.7.15. online relationships.
  - 1.7.16. staying safe. Please also refer to our safeguarding policy and e-safety policy.

Please see Appendix 1 below for the full details of this programme of study.

#### **Relationships, sex and health education (RSHE) for secondary phase pupils means:**

We build upon the foundations of relationship education from primary school and ensure that by the end of key stage 4 we:

- 1.7.17. make explicit that that sexual violence and sexual harassment (including online) are not acceptable, will never be tolerated, and are not an inevitable part of growing up
- 1.7.18. give our pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. We ensure that lesbian, gay, bisexual and transgender specific content is included within the delivery of our programme.
- 1.7.19. provide information on contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure)
- 1.7.20. focus also on teaching pupils what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. Accordingly, this means that by the end of secondary phase education our pupils have a secure understanding of:
  - Families and respectful relationships including friendships.
  - Online and media.
  - Staying safe.
  - Intimate and sexual relationships including sexual health.

Please see Appendix 1 below for the full details of this programme of study.

**The aim of our RSHE programme is to specifically support pupils in:**

- Understanding human sexuality and to respect themselves and others. It does not encourage early sexual experience or experimentation.
- Developing safe, fulfilling and healthy sexual relationships at the appropriate time.
- Understanding the law, taking into account age, physical and emotional maturity, cognition, religious background and developmental differences when planning and delivering our learning.
- Developing pupil's resilience and nurturing their positive values through planned opportunities for social interaction within the community.
- Feeling that the content is relevant to them and is clear, sensitive and respectful, and recognising that they may be coming to terms with their own sexual orientation or identity.
- Becoming well informed about the range of aspects of the law which relate to sex including: the age of consent, what consent is and is not, the definitions of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.
- Building awareness of grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour.
- Understanding the physical and emotional damage caused by female genital mutilation (FGM) and the context of the law surrounding this and other forms of 'honour-based violence'.
- Understanding the rules and principles of staying safe online and having a strong understanding of how data is generated, collected, used and shared online.

**1.8.** Grange Academy delivers the national curriculum for science. This includes teaching about reproduction in humans, for example the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth and HIV/AIDS.

- There is no right for parents to withdraw children from the national curriculum for science.
- Our curriculum for teaching science can be viewed online on our website.

### **The RSHE curriculum:**

Our RSHE curriculum is founded on the following:

- Our intention to ensure that all pupils can access RSHE and to achieve the goals as outlined in Appendix 1.
- Our implementation of this curriculum enables all pupils to receive this learning in the most appropriate way that enables teachers to accurately assess pupils' progress towards the end of phase goals.
- The impact of this curriculum is evident within pupils' attitudes, positive behaviour and increased confidence in managing relationships with others.

Our RSHE curriculum overview can be viewed online at the following address: <https://grange.beds.sch.uk/curriculum/> and is an integral part of our delivery of Personal, Social, Health, Education (PSHE).

We will ensure that our parents and carers are fully informed about the RSHE curriculum through updates on our website. We will review and evaluate the effectiveness of this curriculum once per year.

### **Partisan political activities and views, and political issues**

*The governing body and Headteachers of each school will:*

- *forbid the pursuit of partisan political activities by junior pupils*

- *forbid the promotion of partisan political views in the teaching of any subject in the school*
- *take reasonably practicable steps to secure that where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views*

'Political issues' do not refer solely to the discussion of party politics. We understand the range of issues on which there could be political views, which may include global affairs, equalities issues, religion and economics.

### **Delivery of the RSHE curriculum:**

- Our RSHE curriculum is taught within classes by Class Teachers, Family Worker or a Deputy Head as a discrete lesson and also reinforced during universal sessions that occur during the school day. This may include assemblies, form times, break and lunch sessions, off timetable days, enrichment sessions and clubs.
- This delivery is enhanced by visits from external organisations and guest speakers where appropriate.
- We will also provide opportunities for parents and carers to attend information evenings.
- In teaching sex education, we provide a non-judgemental, factual approach within a safe environment that allows scope for young people to ask questions in confidence. Our teachers are trained to use distancing techniques, to set ground rules and anonymous question boxes to help manage sensitive discussion and receive responses to these questions.
- It is important that responses are given that satisfy pupils' curiosity in order to prevent pupils seeking that information online, through a potentially harmful source that may contain inappropriate content and encourage contact and conduct that is unsafe.
- Our online policy applies to all aspects of RSHE

### **Equality statement**

- 1.8.1. We are committed to anti-discriminatory practice as outlined within the provisions of the Equality Act 2010.
- 1.8.2. We ensure that there is no discrimination towards pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (protected characteristics).
- 1.8.3. In planning for delivery of Relationship, sex and health education, we make appropriate adjustments to alleviate disadvantage and adhere to the SEND Code of Practice.
- 1.8.4. We are also aware that some of our pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Therefore, Relationships education is especially important for those pupils, for example those with social, emotional and mental health needs or learning disabilities. This is reflected within our planning for this subject.

### **Roles and responsibilities**

#### **Relationship, sex and health education leader in our academy**

Our RSHE leader is Mrs Angela Morris who has the responsibility for collaborating with parents and external agencies on planning the curriculum for RSHE. In collaboration with other senior staff, the RSHE lead has responsibility for:

- 1.8.5. implementing, monitoring and evaluating the impact and appropriateness of the RSHE curriculum, reviewing provision as appropriate.

- 1.8.6. providing or sourcing appropriate training for colleagues as appropriate.
- 1.8.7. encouraging teachers to explore how new pedagogies and technology can be fully utilised to support the subjects.
- 1.8.8. ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.
- 1.8.9. ensuring that clear information is provided for parents on the subject content and the right to request that their child is withdrawn.

### **Headteacher responsibilities**

The Headteacher is responsible for the development of a RSHE policy following the Trust guidance, and ensuring its implementation at Grange Academy including:

- 1.8.10. Ensuring that where a parent makes a request to withdraw a child from sex education, that the actions listed in 6.4 below are followed.
- 1.8.11. The Trust RSHE leader and DSL provides guidance and support as appropriate.

### **The right to be excused from sex education (the right to withdraw)**

- 1.8.12. We appreciate that some parents/carers may wish to exercise their right to withdraw their child from some or all the sex education that is delivered as part of statutory RSHE.
- 1.8.13. When a parent / carer advises the academy that they wish to withdraw their child, our headteacher will meet with the parents/carers and the child to understand the reasons for the withdrawal request. This discussion will also focus on the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child.
- 1.8.14. Unless there are exceptional circumstances the head of school will respect the wishes of parents/ carers and grant a request to withdraw a pupil from any sex education delivered in the primary phase, other than as part of the science curriculum.
- 1.8.15. For most pupils with SEND, including those with education, health and care plans, their SEND should not be a consideration for the head of school in deciding whether to grant a parental request. However, there may be exceptional circumstances where the head teacher will want to take a pupil's SEND into account when making this decision.
- 1.8.16. When a pupil is excused from sex education, we will ensure that this pupil receives appropriate, purposeful education during the period of withdrawal.

### **Working with parents, carers and the wider community**

- 1.8.17. We recognise that the role of parents in the development of their children's understanding about relationships is vital and that they have the most significant influence in enabling their children to grow and mature and to form healthy relationships.
- 1.8.18. We provide opportunities for parents to collaborate with the academy on planning and delivering RSHE.
- 1.8.19. We ensure that parents are advised what will be taught and when and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE.
- 1.8.20. We provide parents/carers every opportunity to understand the purpose and content of RSHE through the content on our website, news bulletins, parents' evenings and workshops and personal communications.
- 1.8.21. We welcome any questions about the school's approach to RSHE from parents/ carers to help increase confidence in the curriculum. We will also provide opportunities for parents to come into school to informally discuss what their children

will be taught, address any concerns and help support parents in managing conversations with their children on these issues.

- 1.8.22. In order to provide an RSHE curriculum which is appropriate to the needs of all pupils with SEND, closer collaboration with some parent/carers may be required. This may also involve partnership with outside agencies. Grange Academy is committed to providing the highest quality learning, so that all pupils, including those with SEND, make outstanding progress in RSHE.

## **The Governing Body**

Our Governing Body will ensure that:

- all pupils make progress in achieving 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.
- teachers explore how new pedagogies and technology can be fully utilised to support the subjects.
- 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 with regards to relationships, sex and health education.

## **Working with external organisations or visitors**

- 1.9. Where we use an external organisation or visitor to deliver sessions, the aim will be to supplement learning provided by the teacher, not to replace it:

- 1.9.1. Where we use an external agency or visitor to deliver a session or sessions for pupils, we will follow our usual process for checking credentials.
- 1.9.2. We will ensure that the proposed teaching fits in with our planned programme and published policy and will enhance the teaching of that topic.
- 1.9.3. We will discuss how the visitor will deliver their sessions and ensure that the content is age and cognition appropriate and accessible for pupils.
- 1.9.4. We will request to view the materials visitors will use in the sessions as well as a session plan, so that they can co-plan, including ensuring that it is well differentiated to meet the full range of pupils' needs
- 1.9.5. Agree in advance, how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy. Please refer to our Child Protection and Safeguarding policy.
- 1.9.6. Any information provided for visitors is in line with the Data Protection Act 2018 and GDPR regulations.

## **Review process**

This policy will be reviewed annually by the academy and Trust RSHE lead and Designated Safeguarding Lead. At every review, it will be approved by the BILTT Board of Trustees and Academy Governing Body.

## Links with other policies

This policy also links to other policies and procedures which can be accessed via the school's website.

BILTT Staff code of conduct	Equality and Diversity Policy	Safeguarding Policy
BILTT – Online Safety Policy	Behaviour Policy	Anti-Bullying

## 2. Appendix 1: Relationship education outcomes for pupils at end of the primary and secondary phase

Topic	Focus Area in Primary	Focus Area in Secondary
<b>Self-Awareness (SA)</b>	<ol style="list-style-type: none"> <li>1. Things we are good at</li> <li>2. Kind and unkind behaviours</li> <li>3. Playing and working together</li> <li>4. People who are special to us</li> <li>5. Getting on with others</li> </ol>	<ol style="list-style-type: none"> <li>1. Personal strengths</li> <li>2. Skills for learning</li> <li>3. Prejudice and discrimination</li> <li>4. Managing pressure</li> </ol>
<b>Self-Care, Support and Safety (SSS)</b>	<ol style="list-style-type: none"> <li>1. Taking care of ourselves</li> <li>2. Keeping safe</li> <li>3. Trust</li> <li>4. Keeping safe online</li> <li>5. Public and Private</li> </ol>	<ol style="list-style-type: none"> <li>1. Feeling unwell</li> <li>2. Feeling frightened/worried</li> <li>3. Accidents and risk</li> <li>4. Keeping safe online</li> <li>5. Emergency situations</li> <li>6. Public and private</li> <li>7. Gambling</li> </ol>
<b>Managing Feelings (MF)</b>	<ol style="list-style-type: none"> <li>1. Identifying and expressing feelings</li> <li>2. Managing strong feelings</li> </ol>	<ol style="list-style-type: none"> <li>1. Self-esteem and unkind comments</li> <li>2. Strong feelings</li> <li>3. Romantic feelings and sexual attraction</li> <li>4. Expectations of relationships/abuse</li> </ol>
<b>Changing and Growing (CG)</b>	<ol style="list-style-type: none"> <li>1. Baby to adult</li> <li>2. Changes at puberty</li> <li>3. Dealing with touch</li> <li>4. Different types of relationships</li> </ol>	<ol style="list-style-type: none"> <li>1. Puberty</li> <li>2. Friendship</li> <li>3. Healthy and unhealthy relationship behaviour</li> <li>4. Intimate relationships, consent, and contraception</li> <li>5. Long-term relationships/parenthood</li> </ol>
<b>Healthy Lifestyles (HL)</b>	<ol style="list-style-type: none"> <li>1. Healthy Eating</li> <li>2. Taking care of physical health</li> <li>3. Keeping well</li> </ol>	<ol style="list-style-type: none"> <li>1. Elements of a healthy lifestyles</li> <li>2. Mental wellbeing</li> <li>3. Physical activity</li> <li>4. Healthy eating</li> <li>5. Body image</li> <li>6. Medicinal drugs</li> <li>7. Drugs, alcohol &amp; tobacco</li> </ol>
<b>The World I Live In (WILI)</b>	<ol style="list-style-type: none"> <li>1. Respecting differences between people</li> <li>2. Jobs people do</li> <li>3. Rules and laws</li> <li>4. Taking care of the environment</li> <li>5. Belonging to a community</li> </ol>	<ol style="list-style-type: none"> <li>1. Diversity/rights and responsibilities</li> <li>2. Managing online information</li> <li>3. Taking care of the environment</li> <li>4. Preparing for adulthood</li> <li>5. Managing Finances</li> </ol>

<b>Focus Area in ASC</b>	
<b>Autumn Term</b>	<p>Areas of study: <b>Self-Awareness (SA)</b></p> <ol style="list-style-type: none"> <li>1. Things we are good at</li> <li>2. Kind and unkind behaviours</li> <li>3. Playing and working together</li> <li>4. People who are special to us</li> <li>5. Getting on with others</li> </ol>
<b>Spring Term</b>	<p>Areas of study: <b>Self-Care, Support and Safety (SSS)</b></p> <ol style="list-style-type: none"> <li>1. Taking care of ourselves</li> <li>2. Keeping safe</li> <li>3. Trust</li> <li>4. Keeping safe online</li> <li>5. Public and Private</li> </ol>
<b>Summer Term</b>	<p>Areas of study: <b>Managing Feelings (MF)</b></p> <ol style="list-style-type: none"> <li>1. Identifying and expressing feelings</li> <li>2. Managing strong feelings</li> </ol>
<b>Autumn Term</b>	<p>Areas of study: <b>Changing and Growing (CG)</b></p> <ol style="list-style-type: none"> <li>1. Baby to adult</li> <li>2. Changes at puberty</li> <li>3. Dealing with touch</li> <li>4. Different types of relationships</li> </ol>
<b>Spring Term</b>	<p>Areas of study: <b>Healthy Lifestyles (HL)</b></p> <ol style="list-style-type: none"> <li>1. Healthy Eating</li> <li>2. Taking care of physical health</li> <li>3. Keeping well</li> </ol>
<b>Summer Term</b>	<p>Areas of study: <b>The World I Live In (WILI)</b></p> <ol style="list-style-type: none"> <li>1. Respecting differences between people</li> <li>2. Jobs people do</li> <li>3. Rules and laws</li> <li>4. Taking care of the environment</li> <li>5. Belonging to a community</li> <li>6. Money</li> </ol>

## Appendix 2: Physical health and mental wellbeing

In addition to learning about relationships, by the end of primary school pupils need to understand the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

The RSHE curriculum will be complemented by teaching pupils about physical health and mental wellbeing to give them the information that they need to make good decisions about their own health and wellbeing. It enables them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

**By the end of Year 6 pupils will:**

<b>Mental wellbeing</b>	<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> </ul>
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	<ul style="list-style-type: none"> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</li> </ul>
<p><b>Internet safety and harms</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</li> <li>• how to consider the effect of their online actions on others and 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>
<p><b>Physical health and fitness</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</li> <li>• the risks associated with an inactive lifestyle (including obesity)</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul>

<b>Healthy eating</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>• the principles of planning and preparing a range of healthy meals</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>
<b>Health and prevention</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> <li>• the facts and science relating to allergies, immunisation and vaccination</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know:</p> <p>how to make a clear and efficient call to emergency services if necessary</p> <p>concepts of basic first aid, for example dealing with common injuries, including head injuries</p>
<b>Changing adolescent body</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle</li> </ul>