

# RSE POLICY

## Policy for Consultation

Type of policy: Regulatory

Regulatory Body: Department for Education / Ofsted

Relevant Legislation / Guidance: Please refer to list within the policy document

Linked Policies:

- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- Equal Opportunities Policy.

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## 1. Policy Context and Rationale

This policy covers Hall School Wimbledon Junior School and Senior School Departments, collectively referred to in this policy as “the School”, and sets out the School’s approach to Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE) delivery.

**It was produced through consultation with staff, pupils and parents**

**PSHE education provides a significant contribution to the schools’ responsibility to:**

- promote children and young people’s wellbeing
- achieve the whole curriculum aims
- promote community cohesion
- provide careers education
- provide relationships and sex education

**The policy is written with respect to the Spirit Of the school and its values- INDIVIDUAL, INCLUSIVE and INSPIRING. The PSHE and RSE programme aims to develop:**

- Successful learners who enjoy learning, making progress and achieving
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society and are mindful and respectful of others.

**Pupils are also taught explicitly about British Values which are defined as:**

- Democracy & the rule of law
- Individual liberty
- mutual respect
- Tolerance of those of different faiths and beliefs.

These values are taught explicitly through Personal, Social, Health and Emotional Education (PSHE) as well as through the School’s broader curriculum.

Parents will be informed about the policy through the newsletter and email and the policy will be made available through the school website.

## 2. Legislation (Statutory Regulations and Guidelines)

Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:

Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society

Prepares pupils at the school for opportunities, responsibilities and experiences of later life

The 2006 Education and Inspections Act placed a duty on Governing Bodies to:

Promote the wellbeing of pupils at the school

Revised Department for Education statutory guidance will state that from September 2020 all schools must deliver:

Relationships Education (Primary) and Relationships and Sex Education (Secondary).

KCSIE 2020

## 3 Roles and Responsibilities

From January 2021 PSHE and RSE delivery across the school will be monitored by the Deputy Head Pastoral. This will ensure contextual and appropriate delivery at each key stage.

Lessons will be taught by teachers of PSHE with input from Form Teachers and Heads of Year.

## 4 Curriculum Design

Pupils will be given opportunities to discuss, consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

PSHE is taught as an explicit subject by dedicated teachers and follows a framework which has clear progression and is age appropriate at all stages.

Any new topic in PSHE will be introduced taking into account pupils' prior knowledge - Research shows that attempts to scare or shock young people into making healthy choices rarely works and often backfires. Pupils will be reassured that the majority of young people make positive healthy lifestyle choices. Pupils are helped to make connections between PSHE education and their 'real life' experiences.

## 5 Safe and Effective Practice

PSHE and RSE often draw on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Lessons will be conducted in an atmosphere of mutual respect and understanding. Staff delivering PSHE and RSE will ensure the pupils, who indicate they may be at risk, get appropriate support from the school's pastoral system and adhering to the School's Child Protection and Safeguarding Policy.

## 6 Equality of Opportunity

Teaching and learning will take into account pupils' age, ability, readiness and cultural background and pupils with SEND and will be adjusted to enable all students to access the learning.

We will use PSHE and RSE education as a way to address diversity issues and to ensure equality for all. PSHE and RSE delivery is designed to comply with the Equality Act 2010 and takes note of the protected characteristics: age, race, religion, disability, sex, race, sexual orientation, gender-reassignment, pregnancy and maternity and marriage and civil partnerships.

Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

Parents have the right to withdraw their children from those parts of RSE *not* within the national curriculum.

## 7 Definition of Relationships and Sex Education (RSE)

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

RSE is an entitlement for all children and young people and must:

- Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision;

- Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;
- Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;
- Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;
- Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;
- Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;
- Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;
- Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;- Be delivered by competent and confident educators;
- Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

## 8 Responsibilities

### Junior School

Years 1 - 6

PSHE is taught weekly for a 30 minute lesson in and for a 45 minute lesson in years 3-6.

In Years 1 & 2 PSHE is taught by the class teacher.

In Years 3-6, PSHE is taught by PSHE teachers.

The Deputy Head (pastoral) has oversight of the teaching and curriculum.

The focus during Primary RSE focuses on the fundamental building blocks and characteristics of positive relationships, with particular emphasis on friendships, family and relationships with other children and adults.

Unlike Relationships Education, Sex Education is not compulsory in the Junior School.

### Senior School (Years 7-11)

The aim of RSE in Years 7 -11 is to give pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach 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.

*RSE is also supported through science lessons. In particular, reproduction in humans (e.g. the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth and HIV/AIDS)*

### 9 Parents' right to withdraw their child

Parents **will not** be able to withdraw their child from relationships education.

Parents **will** be able to withdraw their child from sex education (other than the sex education which sits in the curriculum as part of science).

If a pupil is withdrawn from sex education, the school will ensure the pupil receives purposeful education during the period of withdrawal.

The School will keep a record of all such decisions.

### 10 Intended Outcomes

Opportunities will be given for all pupils to:

- Develop the knowledge, skills and attributes they need to manage their lives now and in the future
- Learn to make responsible decisions e.g. about alcohol, drugs, relationships and future careers
- Learn to recognise and manage risk and take increasing responsibility for themselves and their actions

- Understand the importance of wellbeing and how to tackle issues that can affect their ability to learn
- Focus on the importance of building healthy and positive relationships

#### 10.1.6 Develop skills such as teamwork, communication and resilience

- Be encouraged to make positive contributions to their families, schools and communities
- Explore differences and learn to value diversity in all its forms
- Reflect on their own individual values and attitudes identify and articulate feelings and emotions and manage difficult situations positively
- Learn about the world of work
- Learn to manage their money and finances effectively

### 11 Monitoring and Assessing

#### Monitoring:

The PSHE Curriculum will be reviewed and developed on an annual basis.

#### Assessment

Pupils' knowledge and understanding through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgement about pupils' progress. This may include: presentations, written evidence, group work, observations.

Application of knowledge and skills in wider school participation, resolving conflict, making decisions and forming positive relationships. Pupil voice will be a useful tool when adapting and amending the material for PSHE and RSE to ensure it is relevant.

### 12 Confidentiality

In accordance with our child Protection and Safeguarding Policy, pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Designated Safeguarding Lead (DSL)

### 13 Counselling and Listening Support

Pupils are made aware of counselling and information services both in and out of school and offered appropriate support.



## 14 Outside Speakers

From time to time, visiting speakers may be invited in. Visiting Speakers to the school will be treated in accordance with our Child Protection and Safeguarding policy.

### Appendix 1 - Whole School Overview of Statutory RSE Curriculum

	BY THE END OF YEAR 6 pupils should know:	BY THE END OF YEAR 11 Pupils should know:
RELATIONSHIP AND SEX EDUCATION	<p><b>FAMILIES AND PEOPLE WHO CARE FOR ME</b></p> <ul style="list-style-type: none"> <li>.families are important for children growing up because they can give love, security and stability</li> <li>.the characteristic of healthy family life - commitment, protection, care etc</li> <li>.that other families can look different to their own but that they should respect those families and know that they are also characterised by love and care</li> <li>.that stable, caring relationships, which may be of different types are at the heart of happy families and are important for children's security as they grow up</li> <li>.that marriage represents a formal and legally recognised commitment of two people which is intended to be lifelong</li> <li>.how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help and advice from others if needed</li> </ul>	<p><b>FAMILIES</b></p> <ul style="list-style-type: none"> <li>.that there are different types of committed, stable relationships</li> <li>. how these relationships might contribute to human happiness and their importance for bringing up children</li> <li>. what marriage is, including the legal status that marriage carries - legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>. why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>. the characteristics and legal status of other types of long term relationships</li> <li>. the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>. how to: determine whether other children, adults or sources of information are trustworthy: judge when a family friend karma intimate or other relationship is unsafe (and to recognise this in others relationships); and how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>
	<p><b>CARING FRIENDSHIPS</b></p> <ul style="list-style-type: none"> <li>.how important friendships are in making us feel happy and secure. And how people choose and make friends</li> <li>.the characteristics of friendships, inc mutual respect, truthfulness, trust,</li> </ul>	

	<p>loyalty, kindness, support etc</p> <p>.that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</p> <p>.that most friendships have ups and downs, and that these can often be worked through. Resorting to violence is never right</p> <p>.how to recognise who to trust and who not to trust, how to judge when friendship is making them feel unhappy or uncomfortable, managing conflict, seeking help and advice.</p>	
	<p><b>RESPECTFUL RELATIONSHIPS</b></p> <p>.the importance of respecting others, even when they are very different from them, or making different choices or have different preferences or beliefs</p> <p>.practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>.the conventions of courtesy or manners</p> <p>.the importance of self-respect and how this links to their own happiness</p> <p>.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.</p> <p>.about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullies to adults) and how to get help</p> <p>.What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>.The importance of permission seeking and giving in relationships with friends, peers and adults.</p>	<p><b>RESPECTFUL RELATIONSHIPS INCLUDING FRIENDSHIP</b></p> <p>. the characteristics of positive and healthy friendships (in all contexts including online) including: Trust, respect, honesty, kindness, generosity, boundaries privacy consent and the management of conflict, reconciliation and ending relationships. this includes different (non-sexual) types of relationship</p> <p>. practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>. how stereotypes, in particular stereotypes based on sex, gender, race karma religion, sexual orientation or disability can cause damage</p> <p>. 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</p> <p>. about different types of bullying (including cyberbullying), the impact of bullying comma responsibilities of bystanders to report bullying and how and where to get help</p> <p>. that some types of behaviour within</p>

		<p>relationships are criminal, including violent behaviour and coercive control</p> <ul style="list-style-type: none"> <li>. what constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>. the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>
	<p><b>ONLINE RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>. That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>. that the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online including when we are anonymous</li> <li>. the rules and principles for keeping safe online, how to recognise risks, harmful context and contact and how to report them</li> <li>. how to critically consider the online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>. how information and data is shared and used online.</li> </ul>	<p><b>ONLINE AND MEDIA</b></p> <ul style="list-style-type: none"> <li>. Their rights and responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>. about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>. not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>. what to do and where to get support to report material or manage issues online</li> <li>. the impact of viewing harmful content</li> <li>. that specifically sexually explicit material eg pornography presents a distorted picture of sexual behaviour, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>. that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>. how information and data is</li> </ul>

		generated, collected, shared and used online.
	<p><b>BEING SAFE</b></p> <ul style="list-style-type: none"> <li>. what sort of boundaries are appropriate in friendships with peers and others including in a digital context</li> <li>. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>. that each person's body belongs to them and the differences between appropriate and inappropriate or unsafe physical and other contact</li> <li>. how to respond safely and appropriately to adults a main counter- including online- who they do not know</li> <li>. how to recognise and Report feelings of being unsafe or feeling bad about any adult</li> <li>. how to ask for advice or help for themselves or others, and to keep trying until they heard</li> <li>. how to report concerns or abuse and the vocabulary and confidence needed to do so</li> <li>. where to get advice eg family, school and other sources</li> </ul>	<p><b>BEING SAFE</b></p> <ul style="list-style-type: none"> <li>. the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, Rape, domestic abuse, forced marriage, honour based violence and FGM, and how these can affect current and future relationships</li> <li>. how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts including online)</li> </ul>
		<p><b>INTIMATE AND SEXUAL RELATIONSHIPS INCLUDING SEXUAL HEALTH</b></p> <ul style="list-style-type: none"> <li>. how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships which include mutual respect, consent, loyalty, Trust, shared interests and outlook, sex and friendship</li> <li>. that's all aspects of health can be affected by choices they make in Sex and relationships, positively or</li> </ul>

		<p>negatively, eg, physical, emotional, mental, sexual and reproductive health and well-being</p> <ul style="list-style-type: none"> <li>. the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women in menopause</li> <li>. that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others</li> <li>. that they have a choice to delay sex or to enjoy intimacy without sex</li> <li>. the facts about the full range of contraceptive choices, efficacy and options available</li> <li>. the facts around pregnancy including miscarriage</li> <li>. that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>. How the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>. about the prevalence of some STIs, the impact they can have on those who contract them and the key facts about treatment</li> <li>. how the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>. how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>
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	BY THE END OF YEAR 6 pupils should know	BY THE END OF YEAR 11 pupils should know
<b>PHYSICAL &amp; MENTAL HEALTH &amp; WELL-BEING</b>	<p><b>MENTAL WELL-BEING</b></p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• 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> <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</li> </ul>	<p><b>MENTAL WELL-BEING</b></p> <ul style="list-style-type: none"> <li>• how to talk about their motions accurately and sensitively, using appropriate vocabulary.</li> <li>• that happiness is linked to being connected to others.</li> <li>• how to recognise the early signs of mental wellbeing concerns.</li> <li>• common types of mental ill health (e.g. anxiety and depression).</li> <li>• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>

	<p>participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <ul style="list-style-type: none"> <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> </ul>	
	<p><b>INTERNET SAFETY AND HARMS</b></p> <p>.that for most people the internet is an integral part of life and has many benefits.</p> <ul style="list-style-type: none"> <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,</li> </ul>	<p><b>INTERNET SAFETY AND HARMS</b></p> <ul style="list-style-type: none"> <li>• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeting at them and how to be a discerning consumer of information online.</li> <li>• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul>

	<p>including that from search engines, is ranked, selected and targeted.</p> <ul style="list-style-type: none"> <li>• where and how to report concerns and get support with issues online.</li> </ul>	
	<p><b>PHYSICAL HEALTH AND FITNESS</b></p> <ul style="list-style-type: none"> <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> </ul> <p>.how and when to seek support including which adults to speak to in school if they are worried about their health.</p>	<p><b>PHYSICAL HEALTH AND FITNESS</b></p> <ul style="list-style-type: none"> <li>• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio vascular ill-health.</li> <li>• about the science relating to blood, organ and stem cell donation</li> </ul>
	<p><b>HEALTHY EATING</b></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>	<p><b>HEALTHY EATING</b></p> <p>.how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</p>
	<p><b>DRUGS, ALCOHOL &amp; TOBACCO</b></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>	<p><b>DRUGS, ALCOHOL &amp; TOBACCO</b></p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal drugs and their associated risks, including the link between drug</li> </ul>

		<p>use, and the associated risks, including the link to serious mental health conditions.</p> <ul style="list-style-type: none"> <li>• the law relating to the supply and possession of illegal substances.</li> <li>• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>• the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>• awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>• the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul>
	<p><b>HEALTH AND PREVENTION</b></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</li> </ul>	<p><b>HEALTH AND PREVENTION</b></p> <ul style="list-style-type: none"> <li>• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>• (late secondary) the benefits of regular self-examination and screening.</li> <li>• the facts and science relating to immunisation and vaccination.</li> <li>• the importance of sufficient good quality sleep for good health</li> </ul>

	<p>they are spread and treated, and the importance of handwashing.</p> <ul style="list-style-type: none"> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>	<p>and how a lack of sleep can affect weight, mood and ability to learn.</p>
	<p><b>BASIC FIRST AID</b></p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example .dealing with common injuries, including head injuries.</li> </ul>	<p><b>BASIC FIRST AID</b></p> <ul style="list-style-type: none"> <li>• basic treatment for common injuries.</li> <li>• life-saving skills, including how to administer CPR.</li> <li>• the purpose of defibrillators and when one might be needed.</li> </ul>
<p>Changing Adolescent Body</p>	<p><b>CHANGING ADOLESCENT BODY</b></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>	<p><b>CHANGING ADOLESCENT BODY</b></p> <ul style="list-style-type: none"> <li>• key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>• the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>