



St Mary's Priory Catholic Infant and Junior Schools

Love one another

Always do our best

Take care of ourselves and the world
around us

Relationship and Health Education Policy
2023 – 24

Our Mission: *“In our school children, staff, parents and carers, governors and parish will work together to create a caring, learning environment with Our Lord as the focal point in which each child is valued as an individual, nurtured and encouraged to fulfil his/her potential.”*

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and health education (RHE). At St Mary’s Priory, RHE is underpinned by the ethos and values of our school as reflected in our whole school mission statement. Our vision is to create a safe, positive and stimulating environment in which all members of the school community learn and grow in confidence, knowledge and skills.

Through our PSHE programme, we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy, respectful, loving relationships and appropriate boundaries, we consider effective RHE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

RHE is lifelong learning about personal, physical, moral and emotional development. It is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love and care, for family life, whilst being underpinned by our Catholic values. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices, whilst instilling the Catholic values at the core of our philosophy.

This policy has been written in consultation with:

- pupil focus groups / school council
- questionnaires to parents / carers, any meetings etc
- review of RHE curriculum content with staff and pupils
- consultation with wider school community (Diocese of Westminster)
- consultation with school governors

Implementation and review of policy

Implementation of the policy will take place after consultation with the Governors and Parents in in the Spring Term 2021.

This policy will be reviewed every year 2 years by the Head teacher and the Governing Body and Staff.

Dissemination

The policy will be given to all members of the Governing Body, and will be made available to all teaching and non-teaching members of staff. Copies of the document will be included on the school’s website, along with details of the RHE curriculum content.

Defining Relationships and Health Education

The DfE guidance states that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”. It is about the development of the pupil’s knowledge and understanding of what it means to be called to live in right relationships with self and others and being enabled to make moral decisions in conscience. The DfE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding.”

In primary schools, the focus should be on teaching the fundamental building blocks and characteristics of positive

relationships, with particular reference to friendships, family relationships and relationships with other children.

Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers with adults. This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

Statutory curriculum requirements

We are legally required to teach those aspects of RHE which are statutory parts of National Curriculum Science.

Rationale:

‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’ (Jn.10.10)

We are involved in relationships and health education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RHE therefore is rooted in the Catholic Church’s teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God’s gift, reflect God’s beauty, and share in the divine creativity.

RHE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE, RHE will be firmly embedded in the RE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It will also be delivered in conjunction with teaching of the statutory element of the Science National Curriculum. It is centered on Christ’s vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RHE will be in accordance with the Church’s moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

The school will use the Ten Ten Resource ‘Life to the Full’ to deliver the RHE curriculum content within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church.

Values and Virtues

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to the God’s call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

Our Mission and aim of RHE

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural and emotional) and we believe that RHE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils’ self-esteem, help them to grow in knowledge and understanding,

recognise the value of all persons and develop caring and sensitive attitudes.

It is in this context that we commit ourselves: In partnership with parents, to provide children and young people with a positive relationship and health education, which is compatible with their physical, cognitive, psychological and spiritual maturity, rooted in a Catholic vision of education and the humanperson.

Objectives

To develop the following attitudes and virtues:

- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

To develop the following personal and social skills:

- making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- the Church's teaching on relationships;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed and how love plays an essential and sacred role in procreation;

Inclusion

We will ensure RHE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of

maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination.

Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

Equalities Obligation

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

Broad content of the RHE curriculum

Three aspects of RHE - attitudes and values, knowledge and understanding, and personal and social-skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross curricular dimension and a specific relationships and health curriculum.

To enhance the teaching of RHE, St Mary's Priory is following the model curriculum set out by the Catholic Education Service as well using resource materials created by 'Ten Ten'.

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experiential
- active
- brainstorming
- film & video
- group work
- role-play
- trigger drawings
- values clarification

'Life to the Full' is a fully resourced Scheme of Work in Relationships Education for Catholic primary schools which embraces and fulfils the new statutory curriculum. Taught with a spiral approach to learning, in which pupils will revisit the same topics at an age appropriate stage through their school life, the programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world.

The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God – created, chosen and loved by God. The programme is fully inclusive of all pupils and their families. Our 'Life to the Full' programme will cover:

Module 1: Created and Loved by God

- Religious Understanding
- Me, my body, my health
- Emotional well-being
- Life cycles

Module 2: Created to Love Others

- Religious Understanding
- Personal Relationships
- Keeping Safe

Module 3: Created to Live in Community

- Religious Understanding
- Living in the Wider World

The proposed content of each module for each Key Stage can be found in the Relationship and Education Curriculum Outline Document. For the purposes of this RHE programme the Key Stages are:

Key Stage 1 – Years 1 and 2

Lower Key Stage 2 – Years 3 and 4

Upper Key Stage 2 – Years 5 and 6

Assessment

Each unit of work has an assessment activity associated with it; this will enable us to track progress of learning across each unit. The assessment activities take into account the Learning Objectives of each session, they are carried out at the beginning and end of each session to show the impact of the teaching and learning.

Parents and Carers

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore the school will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of RHE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RHE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RHE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RHE programme to meet their child's needs.

The Relationships Education and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all Primary Schools.

Responsibility for teaching the programme

Responsibility for the specific relationships and health education programme lays with the Head and Deputy Headteacher and RE leader as well as those responsible for Science and Physical Education.

However, all staff will be involved in developing the attitudes and values aspect of the RHE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RHE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Protocols for Visitors to Catholic Schools'.

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

Other Roles and Responsibilities for the RHE Curriculum

Governors:

- draw up the RHE policy, in consultation with parents and teachers;
- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
- ensure that parents know of their right to withdraw their children;
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RHE within PSHE.

Head teacher:

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

Deputy Headteacher/RE leader

Together, with the head teacher, they have a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RHE and the provision of in-service training.

All Staff:

RHE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RHE in accordance with the Catholic ethos of the school. Appropriate training will be made available for all staff teaching RHE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

Children's Questions

The governors want to promote a healthy, positive atmosphere in which RHE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RHE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RHE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

Sex Education

Sex Education is not mandatory at Primary School. The Science Curriculum, at the Foundation Stage, Key Stage 1 and Key Stage 2, is statutory, however, and covers the following areas:

Statutory Science Curriculum

FOUNDATION & KEY STAGE 1 (age 5-7)

- That humans move, feed, grow, use their senses and reproduce
- To name the main external parts of the body
- That humans grow from babies into children and then into adults, and that adults can produce babies
- To recognise similarities and differences between themselves and other pupils

KEY STAGE 2 (age 7-11)

- That life processes common to humans and all animals include nutrition, growth and reproduction
- The main stages of the human life cycle.

At this school, we plan to teach children one aspect of Sex Education, which is over and above that which is taught in Science and Relationships and Health.

Non-Statutory Sex Education

YEAR 6 (age 10 and 11)

- The basic scientific facts about sexual intercourse between a man and woman

Right to withdraw:

Parents and Carers have the right to withdraw their children from this one aspect.
All other parts of the curriculum are statutory and there is no right to withdraw.

Supporting children and young people who are at risk

Children will also need to feel safe and secure in the environment in which RHE takes place. Effective RHE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue.

Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

Confidentiality and Advice

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RHE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human. Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme.

Teachers must explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, headteacher.

Statutory Guidance Mapping



This document takes the exact wording from the **DFE Statutory Guidance** and indicates which Learning Stage covers each objective.

Our **CES/DFE Mapping Matrix** provides more detailed information about where these objectives are met in the **Life to the Full** programme.

- EYFS** – Early Years Foundation Stage
- KS1** – Key Stage 1
- LKS2** – Lower Key Stage 2
- UKS2** – Upper Key Stage 2

RELATIONSHIPS EDUCATION	
Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. EYFS KS1 LKS2 UKS2 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. EYFS KS1 LKS2 UKS2 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. EYFS KS1 LKS2 UKS2 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. EYFS KS1 LKS2 UKS2 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. UKS2 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. EYFS KS1 LKS2 UKS2



<p>Caring Friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. EYFS KS1 LKS2 UKS2 • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. EYFS KS1 LKS2 UKS2 • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. EYFS KS1 LKS2 UKS2 • 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. EYFS KS1 LKS2 UKS2 • 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. EYFS KS1 LKS2 UKS2
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. EYFS KS1 LKS2 UKS2 • practical steps they can take in a range of different contexts to improve or support respectful relationships. EYFS KS1 LKS2 UKS2 • the conventions of courtesy and manners. EYFS KS1 LKS2 UKS2



	<ul style="list-style-type: none"> the importance of self-respect and how this links to their own happiness. EYFS LKS2 UKS2 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. EYFS KS1 LKS2 UKS2 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. EYFS KS1 LKS2 UKS2 what a stereotype is, and how stereotypes can be unfair, negative or destructive. LKS2 UKS2 the importance of permission-seeking and giving in relationships with friends, peers and adults. EYFS KS1 UKS2
<p>Online Relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. LKS2 UKS2 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. LKS2 UKS2 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. EYFS KS1 LKS2 UKS2 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. LKS2 UKS2



	<ul style="list-style-type: none"> • how information and data is shared and used online. LKS2 UKS2
<p>Keeping Safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). EYFS KS1 LKS2 UKS2 • 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. EYFS KS1 LKS2 UKS2 • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. EYFS KS1 LKS2 UKS2 • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. EYFS KS1 LKS2 UKS2 • how to recognise and report feelings of being unsafe or feeling bad about any adult. EYFS KS1 LKS2 UKS2 • how to ask for advice or help for themselves or others, and to keep trying until they are heard, EYFS KS1 LKS2 • how to report concerns or abuse, and the vocabulary and confidence needed to do so. KS1 LKS2 UKS2 • where to get advice e.g. family, school and/or other sources. EYFS KS1 LKS2 UKS2

HEALTH EDUCATION	
Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. LKS2 UKS2 • 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. EYFS KS1 LKS2 UKS2 • 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. EYFS KS1 LKS2 UKS2 • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. EYFS KS1 LKS2 UKS2 • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. EYFS KS1 LKS2 UKS2 • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. EYFS LKS2 UKS2 • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. LKS2 UKS2 • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. EYFS KS1 LKS2 UKS2 • 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



	<p>someone else's mental wellbeing or ability to control their emotions (including issues arising online). EYFS LKS2 UKS2</p> <ul style="list-style-type: none"> 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. LKS2 UKS2
<p>Internet safety and harms</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits. EYFS KS1 LKS2 UKS2 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. EYFS LKS2 UKS2 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. KS1 LKS2 UKS2 why social media, some computer games and online gaming, for example, are age restricted. UKS2 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. KS1 LKS2 UKS2 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. LKS2 UKS2 where and how to report concerns and get support with issues online. EYFS KS1 LKS2 UKS2



<p>Physical health and fitness</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. EYFS KS1 LKS2 UKS2 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. EYFS LKS2 UKS2 the risks associated with an inactive lifestyle (including obesity). LKS2 UKS2 how and when to seek support including which adults to speak to in school if they are worried about their health. KS1 LKS2 UKS2
<p>Healthy eating</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). EYFS KS1 LKS2 UKS2 the principles of planning and preparing a range of healthy meals. KS1 LKS2 UKS2 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). EYFS KS1 LKS2 UKS2
<p>Drugs, alcohol and tobacco</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. KS1 LKS2 UKS2



<p>Health and prevention</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. EYFS • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. EYFS KS1 LKS2 UKS2 • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. EYFS KS1 LKS2 UKS2 • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. EYFS KS1 LKS2 UKS2 • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. EYFS KS1 LKS2 UKS2 • the facts and science relating to immunisation and vaccination KS1 LKS2 UKS2
<p>Basic first aid</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. EYFS KS1 LKS2 UKS2 • concepts of basic first-aid, for example dealing with common injuries, including head injuries. KS1 LKS2 UKS2
<p>Changing adolescent body</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. LKS2 UKS2



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| | <ul style="list-style-type: none">• about menstrual wellbeing including the key facts about the menstrual cycle.
LKS2 UKS2 |
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