

Relationships and Health Education Policy



Date: July 2024	Last updated: July 2024
Approved by: Rose Dowling	
Next review date: July 2025	

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1. Introduction

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, 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.

Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, Health Education is compulsory in all state-funded schools.

The guiding principles are that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role as building on what pupils learn at home as an important part of delivering a good education.

Teaching about mental wellbeing is a priority. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. RHE can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

2. Aims

The aims of Relationships and Health Education (RHE) at our school are to:

- Provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.
- Prepare pupils for puberty and the importance of health and hygiene
- To support pupils to develop resilience, to know how and when to ask for help, and to know where to access support.
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Promote the importance of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Inform children how to keep safe and informed about growing up and the challenges this may present
- Promote responsible behaviour towards healthy relationships as future adults
- Inform our children about consent in order to combat exploitation
- Provide a framework in which sensitive discussions can take place
- Give pupils the knowledge and capability to take care of themselves and receive support if problems arise

At Crowland, RHE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. In addition, some aspects of the RHE curriculum will be covered through:

- Science
- Computing
- Circle times
- Assemblies
- Stories
- PE

RHE is lifelong learning about personal, physical, moral and emotional development. 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.

3. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the primary science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010

- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Crowland, we teach RHE as set out in this policy.

4. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. The headteacher pulled together all relevant information including relevant national and local guidance followed by consultation with the senior leadership team
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parents and carers were invited to read and review this policy
4. Pupil consultation – we investigated what exactly pupils want from their RHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

5. Definition

Within this policy, as in the DfE guidance, **Relationships Education** is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships and relationships with other children and with adults, including online.

For the purpose of this policy, **Health Education** is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices

RHE is not about the promotion of sexual activity or sexual orientation.

RHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, health, sexuality, healthy lifestyles, diversity and personal identity.

RHE involves a combination of sharing information and exploring issues and values.

6. Curriculum

Our RHE curriculum is embedded within our PSHE curriculum and is set out as per Appendix 1.

We have developed the curriculum considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and do not seek answers online.

At Crowland Primary School, we teach RHE as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

We have chosen to use the Jigsaw Programme, which offers us a comprehensive, carefully thought-through Scheme of Work, which brings consistency and progression to our children's learning in this vital curriculum

area. For the purposes of our curriculum, omitted the sex education units in the programme. In addition to Jigsaw, we use resources from the PHSE Association, the NSPCC and The Autism Education Trust to supplement our curriculum.

Our curriculum supports the “Personal Development” and “Behaviour and Attitude” aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

7. Delivery of RHE

RHE is taught within the personal, social, health and economic (PSHE) education curriculum. Some aspects of the RHSE curriculum are taught within the science curriculum, and other aspects are included in religious education (RE).

Our Relationships and Health Education programme will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups, though some content is covered in single sex groups e.g. menstrual hygiene, single sex question sessions, etc.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

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

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Relationships and Health Education is statutory therefore, parents and carers do not have the right to withdraw their child from the lessons.

Dealing with sensitive issues and difficult questions

Pupil’s questions will be dealt with honestly and sensitively and in an age appropriate way.

A questions box will be available for pupils to ask anonymous questions.

Teachers will reply to, and answer, children’s questions sensitively and openly.

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the headteacher. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents’ wishes before questions are answered.

If staff are faced with a question they do not feel comfortable answering within the classroom, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

7.1 Inclusivity

We will teach about these topics in a manner that:

Considers how a diverse range of pupils will relate to them

Is sensitive to all pupils' experiences

During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

Give careful consideration to the level of differentiation needed

7.1 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

8. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RHE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say
- Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

9. Roles and responsibilities

9.1 The governing board

The governing board will approve the RHE policy, and hold the headteacher to account for its implementation. The governing board has delegated the approval of this policy to Rose Dowling, link governor for RHE.

9.2 The headteacher

The headteacher is responsible for ensuring that RHE is taught consistently across the school, for sharing resources and materials with parents and carers.

9.3 Staff

The RHE lead is Rebecca Mortimer Bale (AHT, SENCO, DSL).

Staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the headteacher.

9.4 Pupils

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

10. Training

Staff are trained on the delivery of RHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RHE.

11. Special Educational Needs

The RHE curriculum will be adapted where necessary, to ensure pupils with special educational needs will be able to fully participate in RHE lessons, to ensure that all pupils gain a full understanding.

12. Equality and Diversity

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. RHE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

The personal beliefs and attitudes of staff delivering RHE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RHE as a means of promoting any form of sexual orientation.

13. Monitoring arrangements

The delivery of RHE is monitored by the senior leadership team through planning scrutinies, learning walks and time tabling arrangements

Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the RHE lead and the link governor annually. At every review, the policy will be approved by the governing board.

Appendix 1: RHE Curriculum map Reception to Y6

	Being Me in My World	Celebrating Differences	Dream and Goals	Healthy Me	Relationships	Changing Me
Rec	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life ^{incl} different family types Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Year 1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Different family types Making friends/being a good friend Physical contact preferences (consent) People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Year 2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends Autism	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different family types Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special Relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Year 3	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and <u>their</u> differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Autism Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Different family types Friendship and negotiation Keeping safe online and who to go to for help Consent Being a global citizen Being aware of how my choices affect others Awareness of how other children	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

					have different lives Expressing appreciation for family and friends	
Year 4	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is Autism First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes Money and well being	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Different family types Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and Animals	Being unique Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Year 5	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures Autism	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Different family types Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming – safe and unsafe image sharing SMARRT internet safety rules Consent	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Growing responsibility Coping with change Preparing for transition
Year 6	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy Autism	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments Gambling Money and well being	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Different family types Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology Use Consent	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting - safe and unsafe image sharing Transition

Appendix 2: Relationships Education: by the end of primary school pupils should know

<p>Families and people who care for me</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> ➤ that families are important for children growing up because they can give love, security and stability. ➤ the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. ➤ that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care ➤ that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. ➤ that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. ➤ how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>Caring friendships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> ➤ how important friendships are in making us feel happy and secure, and how people choose and make friends. ➤ the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. ➤ that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ➤ that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. ➤ how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
<p>Respectful 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. ➤ practical steps they can take in a range of different contexts to improve or support respectful relationships. ➤ the conventions of courtesy and manners. ➤ the importance of self-respect and how this links to their own happiness. ➤ 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

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

Appendix 3: Physical health and mental wellbeing: by the end of primary school pupils should know

<p>Mental wellbeing</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> ➤ that mental wellbeing is a normal part of daily life, in the same way as physical health. ➤ that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. ➤ how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. ➤ how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ➤ the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. ➤ simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. ➤ isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. ➤ that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. ➤ where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). ➤ it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
<p>Internet safety and harms</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> ➤ that for most people the internet is an integral part of life and has many benefits. ➤ about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. ➤ how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. ➤ why social media, some computer games and online gaming, for example, are age restricted. ➤ that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental

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