

# Harrow Lodge Primary School



## **PHSE (RHE) POLICY** **(including statutory requirements for** **Relationships and Health Education)**

<b>REVIEWED:</b>	<b>Spring 2025</b>
<b>EFFECTIVE PERIOD:</b>	<b>Summer 2025 – Summer 2026</b>
<b>DUE FOR REVIEW:</b>	<b>Spring 2026</b>
<b>RESPONSIBLE PERSON(S):</b>	<b>MISS N BEDNARCZUK</b>

## 1. Introduction

- 1.1 Personal, Social, Health and Economic Education (P.S.H.E.) is the teaching and learning of the knowledge, skills and values essential to a fulfilling membership of human society.
- 1.2 At Harrow Lodge Primary School, P.S.H.E. is designed to equip pupils with the knowledge, attitudes and skills they need to become active, responsible citizens. Children are taught how to lead healthy lifestyles, manage their feelings, build positive relationships, have a sound understanding of risk and make safe and informed decisions.
- 1.3 P.S.H.E. is designed to teach positive behaviour, self-awareness and the core values expected in our school. The school's core values are Respect, Empathy, Aspiration, Confidence and Honesty. Harrow Lodge Primary School views the acquisition of these values and the related knowledge, attitudes and skills to be of the utmost importance to our ethos as a school and, therefore, the teaching of P.S.H.E. is intended to be embedded in, as well as to reflect, the normal practice of the school in as many ways as possible.
- 1.4 Our school's core values also help to promote positive mental health and wellbeing so that no child feels isolated or excluded in the school environment or in the world around them. We provide emotional support to our children and want them to gain effective communication skills through learning to articulate their thoughts and ideas about their mental health which will benefit themselves and those around them. For more information about how we promote mental health at our school, please see our ***Mental Health Policy***.
- 1.5 This policy outlines the intent and implementation of P.S.H.E. teaching and learning throughout the school.

## 2. Intent

- 2.1 At Harrow Lodge Primary, we want to develop responsible and respectful British citizens who are able to play their part in society and become actively involved in public life as adults. We want to raise our pupils' awareness of and increase their empathy towards marginalised groups in society embracing diversity and tackling stereotyping, labeling, prejudice and discrimination.
- 2.2 What we aim to achieve through our PSHE curriculum:
  - To encourage children to maximise their own physical health and safety as a life investment, and to protect the health and safety of others
  - To have a positive impact on pupils' emotional and mental health, wellbeing and sense of security
  - To extend children's range of communication skills, both verbal and non-verbal
  - To teach children to manage their relationships with their families, peers and teachers with greater awareness and skill
  - To enable children to become increasingly self-aware in their life choices
  - To develop and raise children's self-esteem
  - To maximise children's confidence in approaching important life decisions
  - To demystify the world of aspirational education and employment through an exciting, diverse and challenging curriculum which allows children to see the wide range of opportunities available to them and create a Growth Mindset with regard to their uptake

- To broaden and develop our children’s cultural capital through a range of planned enrichment activities designed to open pupils’ eyes and offer them experiences that they might otherwise not have had the opportunity in which to participate
- To increase children’s personal awareness and judgement of right and wrong
- To increase children’s awareness of their *personal* rights and responsibilities as well as group and community rights and responsibilities
- To instil a heightened sense of justice and fairness in children
- To increase children’s understanding of issues concerned with the exercise of power and authority
- To prompt an appreciation of the purpose and function of rules and laws
- To increase children’s awareness of equality and diversity in our society
- To introduce children to the democratic process and a democratic culture
- To improve children’s skill at handling conflict and seeking cooperation
- To increase children’s awareness of issues concerning the environment and the ecosystem
- To encourage children to reflect on their behaviour and think about their future choices

### 3. Implementation

3.1 As a subject that reflects the ethos and values of the school, P.S.H.E. is committed to giving all children every opportunity to contribute and participate, regardless of their age, gender, ethnicity or ability. The provision for the construction of an inclusive, tolerant, respectful society is made explicitly through the Jigsaw scheme of work and children will constantly be provided with positive images of race, gender and disability.

#### 3.2 The Jigsaw Approach

The ‘Jigsaw’ approach is a comprehensive scheme of work for P.S.H.E. Education which is underpinned by mindfulness. The meaning of mindfulness in this context is two-fold:

-Teaching information and skills to empower children to learn now and improve their life-chances later

-Aiming to help children to develop personal awareness

3.3 This enables them to observe their own thoughts and feelings, regulate them and make conscious decisions about their learning, behaviour and lives. It helps them to remain focused on the present moment and thrive in it.

3.4 Teaching strategies are varied and are mindful of the preferred learning styles of the children. Jigsaw provides a spiral curriculum that is designed as a whole school approach whereby children develop new knowledge and skills that build on what has been previously taught, with all year groups working on the same theme (puzzle) at the same time.

3.5 The Six Puzzles are:

Autumn 1	Being Me in My World
Autumn 2	Celebrating Difference
Spring 1	Dreams and Goals
Spring 2	Healthy Me
Summer 1	Relationships
Summer 2	Changing me

### Statutory Requirements

3.6 As an academy, our school must provide Relationships Education and Health Education to all pupils (**The Relationships Education, Relationships and Sex Education (RSE) and Health Education Regulations 2019**, made under sections 34 and 35 of the Children and Social Work Act 2017).

3.7 “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. In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy” (Secretary of the State Forward, RSE DfE Guidance 2019, p.4).

3.8 At Harrow Lodge, we teach Relationships Education and Health Education (RHE) as set out in this policy.

### Policy Development

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

- Review: The PSHE Lead reviewed all relevant information including relevant national and local guidance and produced a draft policy.
- Staff consultation: School staff were given the opportunity to look at the draft policy and make recommendations.
- Parent/stakeholder consultation: Parents and any interested parties were invited to look at the policy and the content of RHE and ask any questions/discuss any concerns with senior school staff.
- Pupil consultation: We investigated what pupils want from their RHE through pupil voice activities.
- Ratification: Once amendments were made, the policy was shared with governors and then ratified.

4.0 This policy is informed by existing, supporting DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual Violence and Sexual Harassment between Children in Schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

### **Roles and responsibilities**

4.1 Roles and responsibilities include:

- The Governing Board: They will approve this policy and hold the Head Teacher to account for its implementation.
- The Head Teacher: They are responsible for ensuring that RHE is taught consistently across the school.
- Staff: They are responsible for delivering RHE in a sensitive way, modelling positive attitudes to RHE, monitoring progress and responding to the needs of individual pupils.
- Pupils: They are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity.

### **Delivery of RHE**

4.2 We include the content of the statutory Relationships Education and Health Education within our whole-school P.S.H.E approach via the teaching of Jigsaw in a way that is developmentally and age-appropriate for the children. Whilst the statutory content is taught explicitly within the Healthy Me, Relationships and Changing Me puzzles, various elements of the statutory content is evident within the Being Me in My World, Celebrating Difference and Dreams and Goals puzzles too. Where required, other schemes are also drawn upon to help to assist teaching topic areas that meet the needs of our children that are not covered by Jigsaw, e.g. lessons from the Ben Kinsella Trust related to knife crime and objectives from Money Heroes that helps to assist our Dreams and Goals Jigsaw puzzle related to money awareness. Parents are informed about the content of

lessons related to Relationships and Health Education before lessons are taught so that they have the chance to discuss any concerns with us regarding sensitive topic areas.

4.3 Relationships Education focuses on teaching the fundamental building blocks and characteristics of relationships. These consist of:

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

*For more information about our Relationships Education curriculum, see **Appendix 1**.*

4.4 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).

As a school, we believe in an inclusive curriculum for all.

4.5 Health Education focuses on teaching the fundamental building blocks and characteristics of a healthy lifestyle. These consist of:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

*For more information about our Health Education curriculum, see **Appendix 2**.*

4.6 These areas of learning are taught within the context of living a healthy lifestyle both currently and in the foreseeable future. Each area is approached sensitively and taught at an age that is developmentally and age-appropriate for the children. For more information related to the changing adolescent body, please see our **RSE policy**.

## **Key Stage 1 and 2**

4.7 Approximately 45 minutes each week is allocated to the teaching of P.H.S.E. Teachers ensure that the main learning objectives and outcomes of each Jigsaw puzzle are addressed, as well as the social skills and emotional literacy aspects that come with each puzzle.

4.8 In addition to being taught as an explicit school subject, many aspects of P.S.H.E. may be taught through cross-curricular links, the ongoing pastoral structures of the school and the RE curriculum. Various aspects of the statutory RHE content link explicitly to Science, I.C.T and P.E.

- 4.9 The components of the P.S.H.E. curriculum are taught explicitly through assigned lessons, using the curriculum laid out in the associated Jigsaw scheme of work. As well as the Jigsaw scheme of work, other resources are also leant on such as the Ben Kinsella Trust, Money Heroes and Twinkl P.S.H.E schemes of work that complement the teaching of Jigsaw for our P.S.H.E. curriculum. These components are also taught implicitly through the normal pastoral structures of the school such as themed school assemblies, charity events, visiting speakers, the School Council, the school's routines, and its systems of reward and sanctions.
- 5.0 In addition to this, the successful delivery of P.S.H.E. also depends on the examples set by teachers as role models to the children in their everyday practice.  
P.S.H.E. is mainly taught through the model of community in the child's school, but does also extend to children's local, regional, national and global communities.
- 5.1 P.S.H.E. is suited to a wide variety of teaching strategies and styles. There should be a mix of class teaching, outdoor teaching when possible, group work, paired work and individual work. Within class teaching there can be a range of approaches including circle time, debates and games. Adaptive teaching is taken into account to address the individual needs of the children.
- 5.2 The teaching of P.S.H.E. in school promotes children's independent thinking, building upon their own knowledge and experiences and extending their knowledge and understanding through open, dynamic and respectful discussion. Children are encouraged to appreciate different social and cultural backgrounds, think openly, challenge stereotypes and respect other children and their opinions.
- 5.3 The teaching of P.S.H.E. also includes trips to important institutions, such as the Houses of Parliament and the Mayor's Parlour, and visits from representatives of the local and wider community for talks and assemblies, e.g. police visits and nurse visits.

### **Provision for children with Special Education Needs**

- 5.4 Children who experience difficulties will be given extra help and guidance by the teacher to reinforce learning of skills and concepts.
- They will be given opportunities to work on group projects in mixed ability groups to enable them to experience success and satisfaction and to reach their full potential.
- 5.5 Children with outstanding abilities will be offered opportunities to develop their thinking skills further, being challenged to reach their full potential.

### **Assessment and Recording**

- 5.6 Assessment is carried out in a variety of ways, such as through monitoring the children's knowledge, understanding and skills of a variety of topics through presentations, debates, questionnaires, discussions, role-play and written work. Written and verbal feedback is provided to the children.
- 5.7 Most importantly, children's demonstration of the relevant values in wider school life counts towards assessment for PSHE.
- 5.8 Summative teacher assessment takes place at the end of every Jigsaw puzzle via our school's assessment system, Pupil Asset.

## **Early Years and Foundation Stage**

5.9 Within the EYFS, Personal, Social and Emotional Development (PSED) comprises of 3 areas of learning under *the updated EYFS Framework, 2021* :

1. Self-regulation
2. Managing self
3. Building relationships

6.0 Teaching in EYFS sets out activities and experiences for children that work towards achieving the PSED Early Learning Goals which are:

1. Children show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. They set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. They give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
2. Children are confident to try new activities and show independence, resilience and perseverance in the face of new challenge. They explain the reasons for rules, know right from wrong and they try to behave accordingly. They manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
3. Children work and play cooperatively and take turns with others They form positive attachments to adults and friendships with peers. They show sensitivity to their own and to others' needs.

Some PSED goals are intertwined with PSHE objectives advocated by our Jigsaw scheme that we follow as a school.

At Reception level, records are kept of children's progress by using the standard forms of monitoring with EYFS.

### **Resources**

- 6.1 The Jigsaw Approach (scheme for the whole school)  
Jigsaw friends (one for each year group)  
Jigsaw chimes  
Ben Kinsella Trust  
Money Heroes from Young Money  
Twinkl PSHE schemes, e.g. job aspirations  
Appropriate weblinks are included in lesson plans for videos and stories that are shared with children within P.S.H.E. lessons. .

### **Contribution of P.S.H.E. in other curriculum areas**

- 6.2 P.S.H.E. is fundamentally a cross-curricular subject providing links with the curricula of other subjects which are then linked into a wider value system. As such, P.S.H.E. provides a direct link between the academic and pastoral structures of the school.

## **Spiritual, Moral, Social and Cultural development**

- 6.3 Through teaching P.S.H.E. in our school, and through wider teaching in our school, we provide opportunities for spiritual, moral, social and cultural development. Children are taught and acquire the knowledge, skills and values essential to a fulfilling membership of human society.
- 6.4 We help children to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society with respect for other cultures.
- 6.5 For more information about how SMSC takes place at our school, please see our **SMSC Policy** and **British Values Statement**.

### **Monitoring Arrangements**

The delivery of P.S.H.E is monitored by Nicola Bednarczuk via learning walks, lesson observations, book scrutinies, planning scrutinies, data analysis, pupil voice, staff consultations and ongoing CPD.

This policy will be reviewed by Nicola Bednarczuk annually and will be approved by the Head Teacher and the Governing Body.

## **4. Impact**

P.S.H.E. learning at Harrow Lodge Primary will benefit and impact positively on children's lives in a variety of ways:

- Children will be responsible and respectful British citizens.
- Children will be empathetic and supportive towards others who are different to them.
- Children will accept others in their society.
- Children will know how to stay safe and who to go to for support.
- Children will be resilient and know how to tackle life's challenges.
- Children will be prepared for future challenges and adult life.
- Children will know how to be physically and mentally healthy, and how to support others to be physically and mentally healthy too.
- Children will have increased self-esteem, self-awareness, self-respect and self-confidence.
- Children will know how to socialise effectively with others.
- Children will have an understanding of their own, and others', needs.
- Children will have their life chances improved.
- Children will know how to participate effectively and respectfully in society.
- Children will be well-rounded, knowledgeable citizens.

## APPENDIX ONE: Statutory Content for Relationships Education

By the end of primary school:

	<b>Pupils should know...</b>
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• R1 that families are important for children growing up because they can give love, security and stability.</li> <li>• R2 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.</li> <li>• R3 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.</li> <li>• R4 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>• R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</li> <li>• R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>• R7 how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</li> <li>• R10 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</li> <li>• R11 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 and advice from others, if needed</li> </ul>
<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>• R12 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</li> <li>• R13 practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• R14 the conventions of courtesy and manners</li> <li>• R15 the importance of self-respect and how this links to their own happiness</li> <li>• R16 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</li> <li>• R17 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</li> <li>• R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• R19 the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>

<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• R20 that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• R21 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.</li> <li>• R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• R24 how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• R26 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>• R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• R32 where to get advice e.g. family, school and/or other sources.</li> </ul>

## APPENDIX TWO: Statutory Content for Health Education

By the end of primary school:

	Pupils should know
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• H1 that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• H2 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>• H3 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>• H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>• H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>• H9 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 well-being or ability to control their emotions (including issues arising online).</li> <li>• H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• H11 that for most people the internet is an integral part of life and has many benefits.</li> <li>• H12 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>• H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• H14 why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• H15 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>• H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• H17 where and how to report concerns and get support with issues online.</li> </ul>

<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• H18 the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• H19 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>• H20 the risks associated with an inactive lifestyle (including obesity).</li> <li>• H21 how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• H22 what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• H23 the principles of planning and preparing a range of healthy meals.</li> <li>• H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>• H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• H28 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>• H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• H31 the facts and science relating to immunisation and vaccination</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• H32 how to make a clear and efficient call to emergency services if necessary.</li> <li>• H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• H35 about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>