



PRIMARY PSHRE (INCLUDING STATUTORY HRE) EDUCATION POLICY SEPTEMBER 2023

Thrive in the gift of life John 10:10: 'I came that they may have life, and have it abundantly.' We realise our vision through inspiring and nurturing our whole school family to grow and reach their full potential.

School: Farington Moss St Paul’s CE Primary School				
Consultation has taken place	The school workforce	Governors	Children & young people	Families
	date: April 2021 and June 2021	date: June 2021	date: June 2020	date: April 2021
Date formally approved by Governors:	30 th June 2021			
Date Policy Updated	1 st September 2023		Review Date: 1 st September 2024	
Person(s) responsible for implementation & monitoring	PSHE Subject Leader and Headteacher			
Links to other relevant policies	SMSC	Safeguarding	Online safety	Food Allergens
	Confidentiality	Anti-bullying	SEND inclusion	Equalities
	Visitor	Behaviour & Discipline	Mental Health & Wellbeing	Religious Education
	Supporting children with medical conditions	Asthma & Allergy	Drugs Education	
Statement of Intent At Farington Moss St Paul’s CE Primary School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to children developing their personal, social and emotional skills as well as their understanding of positive relationships and health education. It is therefore our responsibility to teach our children the skills and attributes that PSHE, Relationships Education and Health Education set out in the National Curriculum as well as ensure that we include any other aspects that we feel our children need. Relationship’s education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing. We will provide our children with opportunities to learn about rights and responsibilities and what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to both school life and the wider world. Economic education focusses on understanding how money plays an important role in people’s lives, managing money effectively and career aspirations.				
Overall school aims and objectives. Our school’s overarching aims and objectives for our pupils reflect our school’s vision, ‘Thrive in the gift of life’. At Farington Moss St Paul’s we provide a supportive environment in which all members have regard and respect for each other, for learning and for their own personal development. Through working positively together, we seek to understand ourselves, our neighbour and the world which we share. This search will be firmly rooted in our Christian faith, through the Anglican tradition, and will branch out to take every opportunity, through the curriculum, to enable pupils to achieve their full potential and prepare them for the responsibility and demands of a rewarding and fulfilling adult life.’				



What are the aims and objectives of our PSHE programme?

- a. To create a caring environment in which individual differences are respected and where each child and adult feels appreciated and able to value and support others.
- b. To provide learning opportunities and experience which promote the qualities, attitudes, knowledge, understanding and skills that develop personal and social responsibility.
- c. To help prepare pupils for adult life and citizenship by developing:
 - ◆ Clear expectations of acceptable behaviour.
 - ◆ A shared responsibility for the school environment.
- d. To help pupils to understand and cope with the physical and emotional changes which are involved in growing up.
- e. To help pupils to acquire the appropriate knowledge about physical and emotional change, and about human reproduction: (statutory: NC Science, refer to Sex and Relationship Education further on)
- f. To help pupils establish and maintain a positive self-image.
- g. To help them develop clear values and attitudes and a healthy lifestyle.
- h. To assist pupils in maintaining positive relationships with others, including family and friends.
- i. To enable pupils to recognise group pressure, think critically and make independent positive decisions.
- j. To develop a sense of belonging to the school, church and local community.
- k. To meet needs identified by pupils and staff (e.g. online safety, mental health and well-being).
- l. To enable pupils to understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe both off and online.

We want our children to be prepared for the future by: -

- Valuing the achievements they make, and the achievements of others.
- Making informed choices about dealing with risks and meeting challenges now and in the future.
- Deciding on values by which they want to live their lives.
- Have the opportunities to discuss, debate and explore controversial issues, clarify and if necessary, challenge their own and others values, attitudes and beliefs
- Explore appropriate behaviours related to British Values.



How will we ensure the curriculum is relevant to our pupils?

While promoting the values above, we will ensure that pupils are offered a balanced programme by regularly reviewing and adapting our PSHE scheme of work to ensure that it suits the current needs of our children. For example, relevant local data and school information (such as CPOMS and attendance, pupil and staff voice) related to Relationships/Health/PSHE education to inform planning and to address the identified needs of the whole school community.

Creating a safe and supportive learning environment

We will create a safe and supportive learning environment by setting clear 'ground rules' and a confidentiality policy that is understood by all (pupils and adults).

We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by following our Safeguarding policy as well as seeking advice from the senior leadership team as well as external agencies if necessary.

Examples of how we will create a safe and supportive environment.

- *The school seeks to provide a safe, secure learning environment for HRE and PSHE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults.*
- *The school seeks to ensure members of staff are role models for positive interpersonal relationships.*
- *Group agreements are negotiated with classes on an individual basis at the beginning of the academic year and are used to create and maintain a safe learning environment for staff and pupils.*



SEND, inclusion, equality and diversity.

We recognise the right for all pupils to have access to PSHE education learning which meets their needs. Relationships and Health Education will be accessible for all pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. With reference to the school's special educational needs policy, all children within the school can participate fully in PSHE. Indeed, as some of the aims of PSHE are the raising of self-esteem and the valuing of everyone, PSHE can go a long way towards meeting special needs. Teaching will consider the ability, age, development and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access SRE and PSHE education provision.

We promote social learning and expect our pupils to show a high regard for the needs of others by supporting each other during lessons, particularly during topics that some pupils may find more challenging. We also expect all pupils to respect and encourage the views and ideas shared by their peers.

How will we ensure that our equalities obligations are fulfilled?

In reference to the Equality Act 2010, all teaching staff ensure that the needs and interests of all pupils, irrespective of gender, family, culture, ability or aptitude are addressed and respected by all our young people and staff members. All staff will also follow the school's single equalities policy.

Teachers should be aware that all children are entitled to the same opportunities regardless of gender, race or other social grouping.

In PSHE all children will be given an equal opportunity to explore the same content and develop the same attitudes, skills and concepts.

How will we ensure inclusion and differentiate learning?

We will identify pupils' different starting points through teacher knowledge and assessment at the start of each area of learning.

We will respect pupils' unique starting points by providing high quality learning that is differentiated and personalised to suit the individual needs of the pupils.

DfE statutory guidance states that from September 2020, all Primary schools must deliver Relationships Education .

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools.

We are required to teach Relationships Education as part of the National Curriculum and this informs pupils of the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

What are the aims and objectives of our Relationships Education programme?

Our Relationships Education programme seeks to support children to understand the characteristics of a healthy family life, respecting that families sometimes look different as well as to assist with developing positive and respectful relationships with others. It also aims to teach the children how to stay safe when developing friendships in person as well as online.

Please see appendix 1 for a full list of the statutory objectives for Relationship Education.



Relationships Education Curriculum

We use the PSHE Association Question builder as the foundation of our curriculum. Alongside this, we also have access to 1Decision which is kitemarked by the PSHE Association. We use this to facilitate and support the delivery of our curriculum. We also ensure that we regularly review the needs of the children and common issues that may arise. We may use external agencies to target small groups of pupils if we feel that they could benefit from the extra support.

Statutory Guidance on Relationships Education

KS1& 2 Five Topics:

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



Sex Education

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools and parents are not able to withdraw their child from this.

We teach sex and relationship education in the context of the school's aims and values. While sex and relationship education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and the Christian values which underpin all our work in school. We teach sex education in the belief that:

- sex and relationship education should be taught in the context of secure relationships and family life.
- sex and relationship education is part of a wider social, personal, spiritual and moral education process.

Some aspects that are expected to be taught to children from Year 1 to Year 6 in relation to sex, health and relationships education are:

- children should be taught the correct names for their body parts including their genitalia.
- children should be taught to have respect for their own bodies.
- children should learn about their responsibilities to others and be aware of the consequences of sexual activity.
- it is important to build positive relationships with others, involving trust and respect.
- children need to learn the importance of self-control.
- children should be taught that they are in charge of their own bodies and boundaries and personal space should be respected by others.
- children should be taught about different family structures from single parenting, adoptive parents, same sex families this may lead to some discussions of LGBTQ.

In science lessons in both key stages, we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children that animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle.

In Year 5 and 6 we place some emphasis on health education, as many children experience puberty at this age. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).

We teach Year 5 and 6 about growing up and relationships, and we encourage children to discuss issues. We teach about the parts of the body and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it. The children also learn how a baby is born.

Each half-term teachers inform parents/carers what will be taught in PSHE on their curriculum jigsaw. For these parts of the curriculum the teacher will share resources in more detail including key vocabulary which has been agreed by the SLT so that correct terminology is consistently used and teaching approaches and the reasons for teaching specific concepts at a particular point in their child's development are understood.



The role of the headteacher

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our PSHE (including statutory HRE) policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The headteacher liaises with external agencies regarding the school PSHE education programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

What are the aims and objectives of our Health Education programme?

Our Health Education programme seeks to provide children with an understanding of their own mental health and wellbeing. Allowing them to understand what this is and how they can get support if they feel they need it. Our programme also aims to teach children about the different ways that they can look after themselves and their bodies, through healthy eating, and physical health and fitness. Alongside this the children will learn about the changes that their adolescent bodies go through particularly between the ages of 9 through to 11.

Please see appendix 2 for a full list of the statutory objectives for Health education.

Health Education Curriculum

We use the PSHE Association Question builder as the foundation of our curriculum. Alongside this, we also have access to 1Decision which is kitemarked by the PSHE Association. We use this to facilitate and support the delivery of our curriculum. We also ensure that we regularly review the needs of the children and common issues that may arise. We may use external agencies to target small groups of pupils if we feel that they could benefit from the extra support.

Statutory Guidance on Physical Health and Wellbeing Education (Health Education) KS 1 & 2

- *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*



Working with Parents /Carers

The school aims to build positive relationships with parents by informing them what will be taught each half-term through our curriculum jigsaw, addressing any concerns and supporting parents to manage conversations with their children on the issues covered by the curriculum.

Parents are provided with the following information:

- The content of the PSHE (including statutory HRE) curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group.
- The legalities surrounding withdrawing their child from the subjects.
- The resources that will be used to support the curriculum.

We consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Meetings
- Training sessions
- Newsletters and letters

Timetabling PSHE education

Each class teacher will allocate 45 minutes curriculum time to PSHE education each week. It is also embedded during daily whole school and class worship time.

Our PSHE education provision is mapped and planned effectively to ensure progression throughout each year group.

Our provision is further enriched by external agencies, cross-curricular links, whole school and class worship time as well as through enhancement projects.

Who will be responsible for teaching the programme?

The programme will be led by the PSHE Leader as well as the Senior Leadership Team. It will be taught by all class teachers.

It will be supported by all members of the senior leadership team alongside the PSHE Governor.

The school will support members of staff delivering PSHE to access appropriate CPD.



The use of visitors to the classroom

- 1.1. External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy.
- 1.2. The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- 1.3. The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.
- 1.4. Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- 1.5. The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- 1.6. The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.
- 1.7. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

Key Principles and Teaching Methodology

The programme will be taught through a range of teaching methods, including whole class and small group discussions, debates as well as independent thinking. There may be occasions when external visitors are invited into school to deliver a particular topic.

We will ensure learning 'starts from where pupils are' by carrying out baseline assessments at the beginning of a topic.

We will ensure that sessions, including those on risky behaviours, always remain positive in tone and are age appropriate.

We will help make pupils make connections between their learning and 'real life' behaviours by putting situations into contexts that they can relate to.

We will ensure cross-curricular learning are made when possible. We usually find these links between PSHE and Science, Computing, Maths, Religious Education and English.



How will we assess this learning?

Assessment is as central to effective teaching and learning in PSHE education as it is in any other subject.

Assessment refers to gauging what has been learned and what still needs to be learned.

Personal attributes, so central to PSHE education, are arguably the hardest aspects of learning to assess. It is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process.

Assessing learning in PSHE education must therefore use a combination of teacher assessment and pupil self- and peer assessment. Therefore, teachers will assess pupils' learning through observations, questioning as well as gathering evidence from discussions or individual work as well as provide the children with opportunities to assess their own learning. It would be inappropriate for assessment in PSHE education to be about grades, or about passing or failing. Therefore, children will not be assessed in terms of 'working towards or expected' like they are in other subjects, but teachers and pupils do need to know what has been learned.

The model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s). So, the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus. This gives us the following model for assessing any learning in PSHE education:



1. Baseline assessment

Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').

2. Assessment for Learning (AfL)

Build AfL into the lesson(s) to gauge understanding, adapt teaching, promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forwards.

3. Assessment of Learning (AoL)

At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.

Alongside this model of assessment all teachers have been provided with the 'Guide to assessment in primary PSHE education' set out by the PSHE Association to support them with the process of assessment in PSHE.

How will we involve and consult pupils?

Pupils in Key Stage two have been asked for their views of what they believe to be important aspects to learn as part of their PSHE sessions. Their responses have been recorded and will be considered when planning the curriculum.

The PSHE subject leader will also consult and work alongside members of the school council.

How will pupils' questions be answered?

Pupils will be able to raise questions anonymously by writing their questions down and posting them in the 'ask it basket'. All questions will be answered by the class teacher or appropriate adult at an appropriate time.

If a safeguarding issue is raised by an anonymous question, we will follow our Safeguarding Policy.



Monitoring, reporting and evaluation.

Class teachers will evidence children's work in floor books (KS1) and individual journals (KS2).

The PSHE subject leader is responsible for monitoring the quality of teaching and learning for the subjects.

The PSHE subject leader will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

What is our policy on confidentiality?

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

Teachers will, however, alert the head teacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.

Any reports made during lessons, or because of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

Withdrawing from the subject

Relationships and Health education are statutory at primary and parents **do not** have the right to withdraw their child from the subjects.

As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents have the right to request to withdraw their child from all or part of the sex education curriculum.

**Other aspects of school life that contribute to PSHE education include:**

Opportunities to take responsibilities include the children being involved in running lunchtime clubs, Year six children becoming Energy club leaders, school council, and sports leaders. Opportunities to participate include sports teams, Y6 residential trip, wellbeing wonders club, choir, nativity and end of year performances.

Responsibility for the implementation of this policy.

Key (PSHE/Personal Development) Governor

Head teacher

PSHE Lead

Policy will be reviewed annually by the PSHE Subject Leader and the Standards and Effectiveness Committee of the governing body. This Curriculum Committee monitors the policy and reports to the full Governing Body.



Relationships education overview

Families and people who care for me

By the end of primary school, pupils will know:

- That families are important for them 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.

Caring friendships

By the end of primary school, pupils will know:

- 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, but 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.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful relationships

By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which 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 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.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including 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, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

By the end of primary school, pupils will know:

- 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.
- 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) who 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 and 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 seek advice, for example, from their family, their school and other sources.



Health education overview

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

Mental wellbeing

By the end of primary school pupils will know:

- 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 and nervousness.
- The scale of emotions that humans experience in response 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, and 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.
- How isolation and loneliness can affect children and that it is very important they 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), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

By the end of primary school, pupils will know:

- 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.
- 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.
- How to recognise and display respectful behaviour online.
- 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 health.



- How to be a discerning consumer of information online, including understanding that information (inclusive of 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

By the end of primary school, pupils will know:

- 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 by 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.

Healthy eating

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

Drugs alcohol and tobacco

By the end of primary school, pupils will know:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

By the end of primary school, pupils will know:

- 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 and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

Basic first aid

By the end of primary school, pupils will know:



- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

By the end of primary school, pupils will know:

- 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 and key facts relating to the menstrual cycle.