



RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY (RSHE)

INFANT AND JUNIOR DIVISION

INTRODUCTION

This policy reflects the most recent Department for Education (DfE) statutory guidance for Relationships Education, Relationships and Sex Education (RSE), and Health Education (updated 2024-2025), and is being implemented ahead of the statutory deadline of September 2026.

Relationships Education and Health Education are statutory in all primary schools. This policy outlines how the Infant and Junior Division will meet these requirements and ensure pupils receive high-quality, age-appropriate RSHE to prepare them for life in modern Britain.

This policy should be read alongside the Senior Division Relationships, Sex and Health Education Policy, the Safeguarding and Child Protection Policy and other relevant whole-Foundation policies. This policy is available to all members of staff and to parents on request.

Throughout this document, Personal, Social, Health and Economic Education including Citizenship will be referred to as PSHE whilst Relationship and Sex Education will be referred to as RSHE.

STATUTORY AND NON-STATUTORY CONTENT

The RSHE curriculum in the Infant and Junior Division consists of:

- **Relationships Education (statutory)**
- **Health Education (statutory)**
- **Sex Education (non-statutory, beyond National Curriculum Science)**

Parents have the right to request withdrawal from non-statutory Sex Education, but not from statutory Relationships Education, Health Education or Science.

AIMS AND OBJECTIVES

The aim of RSHE is to provide pupils with accurate, age-appropriate knowledge, alongside the skills and understanding needed to:

- Form healthy, respectful relationships
- Keep themselves safe, including online
- Develop resilience and emotional wellbeing
- Understand changes in their bodies

- Make informed, responsible decisions

The curriculum at King's supports pupils to:

- Build confidence and self-esteem
- Understand and respect diversity
- Develop communication and decision-making skills
- Recognise and respond to risk
- Seek help when needed

Teaching reflects the **protected characteristics set out in the Equality Act 2010**.

CURRICULUM DELIVERY

RSHE is delivered through:

- PSHE (Corum Life Education 'SCARF' PSHE programme)
- Science curriculum
- Religion and World Views
- Computing and online safety education
- Assemblies and pastoral programmes

The SCARF programme follows a spiral curriculum model, ensuring age-appropriate teaching on the following:

- Respect, consent and boundaries
- Online safety, including AI literacy and harmful content
- Healthy relationships and diversity
- Puberty and human development
- Mental and physical health

RSHE is usually delivered in mixed-gender groups, although there may be occasions when single-gender groups are considered more appropriate to support learning and discussion. Through our RSHE curriculum, we teach children about healthy relationships and encourage them to discuss issues openly, respectfully, and in an age-appropriate manner. Pupils learn about marriage and civil partnerships as legally recognised committed relationships, alongside developing a respectful understanding of the diversity of family structures found within society.

We teach children about the human body, including the correct names for body parts and their functions, and provide age-appropriate information about the physical and emotional changes that occur during puberty. Pupils are encouraged to ask questions and seek clarification at any stage to support their understanding.

It is important that all children, including those who may begin puberty earlier than their peers, receive accurate information before experiencing these changes themselves. We therefore ensure that learning about puberty is delivered in a timely and sensitive way. Correct anatomical and scientific terminology is used throughout, helping children to communicate

confidently and accurately, while also understanding that some slang terms or nicknames may be inappropriate.

At King's we believe that high quality RSHE helps create a safe school community in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships.
- RSHE plays a vital part in meeting schools' safeguarding obligations.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (2011) to prepare children and young people for the challenges, opportunities and responsibilities of adult life.

Within the Early Years Foundation Stage (EYFS) through Understanding the World (UoW) and PSED (Personal, Social and Emotional Development) children are taught:

- Simple life cycles.
- How to form relationships with friends and family.
- How to maintain appropriate relationships with others.
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The following areas will be taught from the National Curriculum in Science and are statutory:

In Key Stage 1 children are taught to:

Year 1

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

- Notice that animals, including humans, have offspring which grow into adults.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

In Key Stage 2 children are taught to:

Year 3

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Year 4

- Describe the simple functions of the basic parts of the digestive system in humans.

Year 5

- Describe the differences in the life cycle of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.

Year 6

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their body functions.
- Describe the ways in which nutrients and water are transported within animals, including humans.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
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In Year 5 we place a particular emphasis on RSHE, as many children start to experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask questions to clarify their understanding should they need it and there are opportunities for question-and-answer sessions conducted in a single sex groups. Teachers endeavour to answer all questions with sensitivity and care. Children in this year group also learn about consent, considering kindness, care, vulnerabilities and power dynamics.

By the end of Key Stage 2, both boys and girls know how babies are born, how bodies change during puberty, what menstruation is and how it affects women. We always teach these with due regard for the emotional development of the children. At King's we understand that this must be taught proactively, before onset. Teaching is factual, age-appropriate and reflects current statutory guidance, ensuring pupils understand biological concepts as well as the importance of respect for all individuals.

LANGUAGE

In line with statutory guidance, pupils are taught the correct anatomical names for body parts, including genitalia, in an age-appropriate, sensitive and carefully sequenced manner. This supports clear communication, reduces stigma and plays an important role in safeguarding. Staff use professional judgement to ensure that learning is appropriate to pupils' age, stage of development and individual needs, with a graduated approach to vocabulary in Early Years and Key Stage 1. Emotional safety and wellbeing remain central to all teaching in this area.

SAFEGUARDING

RSHE is a key part of safeguarding and teaching ensures that pupils:

- Understand personal boundaries and consent
- Can recognise unsafe situations
- Know how to seek help

All staff follow safeguarding procedures in accordance with Keeping Children Safe in education and the school's Safeguarding Policy; any disclosures are reported to the Designated Safeguarding Lead (DSL) of the Division, who is supported by the DDSL (Infant and Junior Division) and Senior DSL for the Foundation.

Staff cannot guarantee complete confidentiality. Safeguarding concerns are always passed to the DSL, DDSL and Senior DSL. Pupils are always supported throughout any process where confidentiality must be breached.

INCLUSION AND EQUALITY

The RSHE Policy reflects and is in line with our Equal Opportunities Policy and the RSHE curriculum is an inclusive one that is appropriate and relevant to all pupils, including those with SEN and disabilities. Teaching explicitly reflects Equality Act duties and avoids stereotyping.

Teaching:

- Reflects diverse families and backgrounds
- Promotes equality and respect
- Is sensitive to religious and cultural contexts
- Actively challenges stereotypes and harmful behaviours

The RSHE policy reflects and is in line with our Equal Opportunities policy and the school ensures that the RSHE teaching programme is an inclusive one that is appropriate and relevant to all pupils, including those with SEN and disabilities.

Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and helps all pupils to feel valued and included, regardless of their gender, ability, disability, experiences and family background.

Resources are chosen to ensure that they are appropriate to the age and maturity of pupils. They consider equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.

Where needed, RSHE is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases, pupils have individual support or work in small groups with a TA.

At King's we ensure that RSHE lays the foundations for developing empathy and understanding between girls and boys, young men and young women. Pupils should be encouraged to consider the importance of equality and respect within friendships and relationships and to develop positive behaviour.

PARENTAL ENGAGEMENT

The School works in partnership with parents through:

- Consultation on policy development
- Transparency of curriculum materials
- Opportunities to discuss content

All RSHE materials are available for parental review upon request. We value parental engagement and work collaboratively to ensure transparency and trust in the delivery of RSHE. Parents are informed in writing in advance of Year 5/6 sex education lessons.

Requests to withdraw a child from non-statutory Sex Education will be considered sensitively. Parents are encouraged to discuss any concerns with the Infant and Junior Division Principal and Head of PSHE and RSHE to ensure they fully understand the content and purpose of the curriculum.

Before a request is granted, the school will discuss the matter with parents and, where appropriate, the child, to clarify their wishes and explain the educational benefits of participation, as well as any potential social or emotional impact of withdrawal. A record of these discussions will be kept.

The school respects parents' right to withdraw their child from non-statutory Sex Education; however, such requests are rare, as most parents recognise the value of this aspect of their child's education and work in partnership with the school to support it.

SAFE AND EFFECTIVE TEACHING PRACTICE

RSHE is delivered in a safe, supportive and inclusive environment. Teachers establish clear ground rules, encourage respectful discussion, answer questions honestly and in an age-appropriate manner, and use a range of teaching approaches, including discussion, role-play and case studies. Pupils may occasionally be taught in single-sex groups where this is considered appropriate.

Pupils are encouraged to ask questions openly or anonymously through the school's Listening Ear Box and Worry Monsters. Staff follow agreed procedures when responding to sensitive issues and provide additional support where needed.

Our RSHE curriculum respects the diverse religious, cultural and family backgrounds within our community while ensuring that all pupils gain the knowledge and skills needed to stay safe, healthy and prepared for later life. We promote respect, equality and inclusion, and any discriminatory or inappropriate language or behaviour is addressed in line with the school's behaviour policy.

OBSERVATION AND RECORDING

The understanding, knowledge and skills of our pupils is monitored through observation, discussion and participation in group questioning. EYFS staff record general PSHE experiences in class floor books. This information is then used in discussions with parents and for completing reports.

Comments may include topics such as:

- Developing maturity and independence,
- Leadership skills,
- Attitudes and relationships with peers,
- Playground behaviour,
- Representation of the class or positions of responsibility.

Every form in the Infant and Junior Division has a 'PSHE & RSHE Evidence of Learning' book. This allows our pupils to share their learning in different ways. This may include photographs, photocopies of written work or post-it notes from lessons.

MONITORING AND EVALUATION

All teachers are responsible for delivering the objectives highlighted in the Programme of Study and for maintaining the quality of RSHE teaching.

Under the direction of the Principal, the PSHE and RSHE Subject Leader:

- Monitors RSHE in accordance with our Curriculum Development Programme;
- Maintains regular contact with teachers and pupils;
- Identifies resources or staff development needs.

SCARF half-termly units of study also provide assessment opportunities that are mapped to support each area. This allows staff to ensure that pupils are making progress and ensures that the programme we deliver is responsive to, and meets, their needs.

SUBJECT LEADERSHIP

All teachers contribute to the delivery of RSHE as part of their teaching responsibilities. The programme is overseen and coordinated by the PSHE and RSHE Subject Leader, who is responsible for:

- Liaising with the Head of EYFS to monitor the development of early RSHE knowledge and skills.
- Developing and maintaining the whole-Division RSHE programme.
- Monitoring and evaluating the effectiveness of provision in line with the Division's Curriculum Development Plan.
- Managing and reviewing resources.
- Keeping staff informed of relevant developments and guidance.
- Coordinating links with external agencies.
- Organising relevant events and staff training.

The Infant and Junior PSHE and RSHE Subject Leader works closely with other subject leaders and the Head of PSHE and RSHE in the Senior Division. Further information, including programmes of study and resources, is available in the PSHE and RSHE subject files maintained by the PSHE and RSHE Lead.

EQUAL OPPORTUNITIES

Our PSHE and RSHE curriculum is designed to ensure that all pupils have equal access to learning in accordance with the Equality Act 2010. We are committed to meeting the needs of all pupils, regardless of disability, special educational needs, race, nationality, ethnic or national origin, gender identity, religion, sexual orientation, or care status. We believe that every pupil is entitled to high-quality PSHE and RSHE that is appropriate to their age, stage of development and individual needs. Further information can be found in the school's Equal Opportunities Policy.

LEARNING ENRICHMENT

We aim to support and challenge all pupils, including those identified as more able, gifted or talented. Planning incorporates opportunities for differentiation and extension where appropriate.

A range of teaching strategies, including differentiated questioning, mixed-ability groupings, role-play, hot seating, teacher support and effective feedback, are used to engage pupils and promote progress. Further information can be found in the Learning Enrichment Policy.

CROSS-CURRICULAR LINKS

RSHE supports and enhances learning across the curriculum. Subjects such as English, Science, History, Geography, Computing, and Religion and World Views provide valuable opportunities to explore and reinforce PSHE and RSHE themes.

STAFF TRAINING

All staff delivering RSHE receive appropriate training and support to ensure content is taught confidently, accurately and sensitively.

REVIEW

This policy is reviewed annually.

LEGISLATION AND GUIDANCE

Our PSHE/RSHE programme includes and is aligned with the explicit promotion of social and emotional skills across the whole school, which is at the heart of the Early Years Statutory Framework and the principles promoted by the PSHE Association and Coram Life Education.

Through PSHE, we promote the emotional and physical well-being of our pupils, consequently helping them raise their achievement. It is our responsibility to create an environment within which they are healthy and safe. We aim to provide our pupils with the knowledge, skills, strategies, and dispositions first to share and then to take over these responsibilities for themselves.

Documents that inform the Infant and Junior RSHE policy include:

- Children and Social Work Act (2017)
- Education Act (2011)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Keeping Children Safe in Education (2025)
- Learning and Skills Act (2000)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019); updated guidance 2025
- SEND code of practice: 0 to 25 years (statutory guidance, January 2015)
- Sexual violence and sexual harassment between children in schools and colleges (DfE, 2017); updated guidance 2021
- Statutory framework for the Early Years Foundation Stage (DfE, 2025)
- Teacher guidance: teaching about mental health and emotional wellbeing (2019)
- The Citizenship Programme of Study for Key Stages 1-2 (2015)
- The Independent School Standards, Guidance for independent schools (2019)
- Working Together to Safeguard Children: statutory guidance on multi-agency working to help, protect and promote the welfare of children (DfE, 2025)

This document should be read in conjunction with policies for:

- Anti-Bullying
- Assemblies & Collective Worship
- Computing
- Confidentiality procedures
- Display
- Drug, Alcohol & Tobacco Education
- Equal Opportunities
- Health & Safety
- Pastoral Care & Behaviour

- Physical Education
- Personal, Social and Health Education (PSHE)
- Religion and World Views
- Safeguarding
- Science

COMPLAINTS PROCEDURE

Any complaints about the Relationships, Sex and Health Education programme should be made through the school's complaints procedure and, in the first instance, directed to the Principal of the Infant and Junior Division.

CONFIDENTIALITY

Sex education is taught with sensitivity and discretion. If a pupil hints at current or potential sexual activity, staff treat this information seriously as a child protection matter. Similarly, any indication of possible abuse is taken with utmost gravity. In such cases, staff do not investigate themselves but promptly alert the Designated Safeguarding Lead (DSL), who is the Principal of the Infant and Junior Division, or the DDSL, Vice-Principal (I&J Division). The DSL will address the situation in collaboration with healthcare professionals, adhering to the school's Safeguarding policy.

It is important to note that the school cannot legally promise complete confidentiality. Our priority is safeguarding pupils' wellbeing, and we encourage them to confide in their parents or guardians for additional support. In situations where confidentiality must be breached, we inform the pupil first and provide continuous support through a designated teacher throughout the process.

Author: Infant and Junior Division PSHE Lead

Approved by: Principal, Infant & Junior Division

Date: September 2026

Next Review Date: September 2027

APPENDIX A: FULL STATUTORY MAPPING

This appendix provides a detailed mapping between statutory RSHE requirements and how they are delivered in the Infant and Junior Division.

RELATIONSHIPS EDUCATION

Statutory Area	What Pupils Must Know	How This Is Taught in the Infant and Junior Division
Families and people who care for me	Characteristics of healthy family life; different family structures	SCARF "Me and My Relationships" units; class discussion; assemblies
Caring friendships	Respect, trust, conflict resolution	Role-play, circle time, PSHE lessons
Respectful relationships	Respect, equality, stereotypes, consent	Anti-Bullying programme; PSHE; assemblies
Online relationships	Safe online behaviour; risks	Computing curriculum; online safety week; PSHE
Being safe	Boundaries, consent, reporting concerns	Safeguarding curriculum; DSL input; worry boxes

HEALTH EDUCATION

Statutory Area	What Pupils Must Know	How This Is Taught in the Infant and Junior Division
Mental wellbeing	Emotions, resilience, support systems	Weekly PSHE; wellbeing programme; pastoral care
Internet safety and harms	Risks, online behaviour, digital footprint	Computing lessons; assemblies; PSHE
Physical health and fitness	Benefits of activity	PE curriculum; sports programme
Healthy eating	Balanced diet, nutrition	Science curriculum; PSHE learning
Drugs, alcohol and tobacco	Risks and effects	PSHE units; visiting speakers
Health and prevention	Hygiene, sleep, illness prevention	Science lessons; PSHE
Basic first aid	Emergency response	Enrichment activities; assemblies
Changing adolescent body	Puberty, menstruation	Year 5/6 RSHE lessons; school nurse input

SEX EDUCATION (NON-STATUTORY)

Topic	What is Covered	Delivery
Human reproduction	Conception, birth	Year 6 lessons; supported by science curriculum
Puberty detail	Physical and emotional changes	Year 5/6 PSHE lessons

Parents may withdraw from this content.

PROGRESSION (EYFS → KS2)

Phase	Focus
EYFS	Relationships, feelings, basic life cycles
KS1	Body awareness, friendships, safety
Lower KS2	Respect, wellbeing, early puberty awareness
Upper KS2	Puberty, consent, online safety, preparation for secondary school

Expectations by the end of Key Stage Two (primary school), pupils will have been taught:

- The correct anatomical names for body parts
- Understand personal boundaries and consent
- Recognise safe and unsafe situations
- Know how to seek help
- Be prepared for the physical and emotional changes of puberty.

This reflects statutory RSHE expectations.

End of Primary Phase (Key Stage 2) statements

RELATIONSHIPS AND EDUCATION

Families and people who care for me

Pupils should know:

- 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 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

Pupils should 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, 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.

Respectful relationships

Pupils should know:

- 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 positions of authority;
- 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

Pupils should know:

- 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

Pupils should 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, 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, for example family, school or other sources.

PHYSICAL HEALTH AND MENTAL WELLBEING

Mental wellbeing

Pupils should 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, 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.

Internet safety and harms

Pupils should 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 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 health;
- 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

Pupils should 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 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

Pupils should know:

- what constitutes a healthy diet (including understanding 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, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health);

Drugs, alcohol and tobacco

Pupils should know:

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

Health and prevention

Pupils should 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, viruses, how they are spread and treated, and the importance of handwashing;
- the facts and science relating to allergies, immunisation and vaccination.

Basic first aid

Pupils should 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

Pupils should 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 including the key facts about the menstrual cycle.