



## PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION POLICY



Reviewed by:	Headteacher
Reviewed:	September 2023
Review Frequency:	Every year
Next Review Date:	September 2024
Approved and Adopted by:	LHA LGB
Approval Date:	12 <sup>th</sup> October 2023

## **School ethos**

At Lace Hill Academy our values underpin all we do. The achievement, attitude and well-being of each child matters and inclusion is the responsibility of everyone within our academy. Every teacher is a teacher of every pupil. We respect the unique contribution which every individual can make to our academy community.

Personal, social, health and economic education (PSHE) are vital part of all pupils' education and in supporting them with their personal development. Through a planned programme of learning, supported by the Jigsaw, we aim to provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. As part of a whole school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community.

Our school is committed to serving its community and surrounding areas. We recognise the multicultural, multi faith and ever-changing nature of the United Kingdom, and therefore those we serve. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalization by those wishing to unduly, or illegally, influence them. At our school we embrace the British Values of: Democracy, The rule of law, Individual liberty, Mutual respect and Tolerance of those of different faiths and beliefs.

We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Personal, Social, Health and Economic Education is a distinct curriculum subject and has both statutory and non-statutory elements as defined by the DfE. High quality PSHE education supports pupils' personal, social, health and economic development helps to give them the knowledge, skills, strategies and attributes to make informed choices and decisions about the different opportunities and challenges life presents. Pupils will learn about relationships, health and wellbeing, keeping safe, managing their off and online lives, living in the wider world and financial education at an age appropriate level. Providing a high quality PSHE curriculum gives pupils opportunities to explore issues that are real and relevant to them in their daily lives in a safe and managed environment.

### **The aim of this policy is to:**

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching PSHE Education
- Help parents and carers to understand PSHE Education and support them to work with their child to secure the very best outcomes for all pupils
- Demonstrate how we meet legal requirements with regards to teaching Relationships Education, Sex Education and Health Education.

## Legislation

At Lace Hill School we teach the statutory parts of PSHE (see appendix 4) – Relationships education (please see our Relationships Education Policy) and Health Education through our PSHE curriculum. We also teach non statutory Sex Education as part of PHSE provision (please see our Sex Education policy.)

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools

We comply with the 'Relationships Education, Relationships and Sex Education(RSE) and Health Education statutory guidance issued by the DfE

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Whilst we are not mandated to provide sex education, we offer this as part of our PSHE curriculum in addition to the statutory elements of sex education contained in the science curriculum. We are required to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We follow the DfE guidance for teaching PSHE (updated June 2019)

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

## 4. The curriculum

### Intent

*Why do we teach it?*

We aim to provide high quality PSHE provision that will support pupils to develop life skills which will enable them to manage change, make healthy and safe choices, build character and be resilient, reflective and responsible members of society.

Our PSHE provision has been designed to be age appropriate, whilst being sensitive to the needs of our whole school community to ensure PSHE provision gives our pupils an education which will support them both now and in the future.

Our PSHE provision is underpinned by the 2010 Equalities Act and provides an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity

within our curriculum to ensure that no pupil feels excluded and teach pupils to understand, respect and celebrate difference and challenge stigma.

Our PSHE provision extends beyond the curriculum and includes extra-curricular activities, trips, assemblies and fully supports our school's ethos and values. PSHE is part of our school's broad and balanced curriculum supporting spiritual, moral cultural, social and cultural education, citizenship, equalities, and safeguarding.

The personal, social, health and economic development of our pupils is a vital element of education and we aim to work collaboratively with parents/ carers to ensure our children are well informed and supported to make healthy, safe and positive choices in all aspects of their daily lives.

## **Implementation**

### **What**

At Lace Hill School Statutory Relationships Education and Health Education are taught as part of a structured PSHE curriculum. We also teach Economic Education and relevant themes to support our pupils to manage their lives both now and in the future.

At Lace Hill School we use the Jigsaw scheme of work for the planning and delivery of PSHE. The programme of study is adapted to provide a relevant and age appropriate curriculum in response to our cohorts. We provide a spiral curriculum to ensure pupils are taught key aspects of PHSE at a relevant and age appropriate level and in line with their continuing personal, social and emotional development.

### **Relationships Education**

Our PSHE curriculum covers statutory Relationships education (please see Relationships policy for further details). Relationships Education in primary schools focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. By the end of primary school pupils will have been taught content on:

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

Pupils will be taught Relationships Education from year 1 at an age appropriate level. Further details on what we are required to teach can be found in appendix 4 (DfE Relationships outcomes)

## **Sex Education**

As part of our PSHE provision we teach sex education. This is an important and recommended aspect of the curriculum. As a non-statutory element of PSHE parents / carers have the right to withdraw their child from designated sex education lessons. We encourage parents and carers to talk through any concerns they may have and make an informed choice about whether to exercise the right to withdraw their child. (Please see our sex education policy.)

## **Health Education**

We deliver statutory Health education through our PSHE curriculum. Health Education aims to teach pupils about physical and mental wellbeing and give pupils the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue with regards to themselves and others; pupils will be taught how to seek support as early as possible and from a safe and trusted source. By the end of primary school, pupils will have been taught content on:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Facts and risks associated with drugs, alcohol and tobacco
- Health prevention
- Basic first aid
- Changing adolescent body\*

\*The changing adolescent body and puberty education is part of the statutory Health Education curriculum and is mandatory for all pupils. We teach the correct scientific names of all body parts from year 1. A list of key vocabulary can be found in appendix 3. Introducing the scientific names of genitalia is recommended by the NSPCC and is recognised good practice, supporting the safeguarding of pupils.

DfE outcomes for Health Education can be found in appendix 2

## **Living in the wider world/Economic Education**

Our PSHE curriculum covers Economic Education and Living in the Wider World. Pupils will learn about managing money, the impact of money, saving strategies, enterprise skills and careers education.

## **When / How**

At Lace Hill School PSHE is a taught subject. PSHE is timetabled once a week and delivered by class teachers. The PSHE curriculum has been designed to help pupils to know more and

remember more over time, embedding learning to ensure pupils receive a relevant and age appropriate education to support them in their lives now and in the future. PSHE is taught in units and the blocks of learning and organisation of these blocks are available to view on the school website. (See appendix 1 for the curriculum map)

### **Managing difficult Questions and confidentiality**

In PSHE pupils learn about personal safety and the law. Should a pupil make a disclosure to a member of staff this will be reported to a designated safeguarding lead and followed up in accordance with our disclosure procedures. Please see our safeguarding policy on the school website for further information.

All aspects of PSHE are underpinned by shared and understood ground rules with lessons being delivered in a safe and well managed environment. (See appendix 2.) To ensure the content and delivery of PSHE education is appropriate and relevant to our pupils we use simple baselines to ascertain what pupils already know, and what they would like to learn. Distancing techniques are used in PSHE education, which provide depersonalised examples which support children to explore what is being taught without sharing their own personal experiences in the lesson. Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. A question box is available for pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise.

Whilst it is vital to have trust and openness we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures

### **How delivery and content will be made accessible to all pupils including SEND**

- An individual learning programme can be set up where required to enable children that are identified to need this additional support to access the curriculum
- Evidence based interventions can be run alongside the PSHE curriculum in order to diminish any learning gaps and increase progress, for example, Zones of Regulation, Forest School, Working Memory and Talk About
- Extra help from a teacher and a teaching assistant

- Making or changing materials, resources or equipment in order to differentiate the curriculum to meet the child's needs
- Working with the child in a small group
- Making sure that the child has understood things by encouraging them to ask questions and to try something they find difficult
- Inclusion Advisors to give tailored emotional and social support in small groups and/or on a 1:1

## Impact

- PSHE provision provides pupils with well-chosen opportunities and contexts to explore and embed new knowledge that can be used confidently in real life situations
- Pupils are able to form healthy, happy relationships with other children and adults and recognise the features of unhealthy relationships and have strategies to challenge negative behaviour of others and seek help when needed
- Pupils know how and when to ask for help and where to access support
- Pupils are well informed and recognise the risks they may encounter both on and off line and are able to make safe choices
- Pupils are enabled to take responsibility for their actions and understand the implications and consequences of their own decisions
- Pupils are well prepared for the next steps of their lives
- Pupils have the knowledge, skills and attributes to live healthy, happy lives
- Pupils understand and respect differences between themselves and others

Our key end points that we want children to have achieved when they leave Lace Hill are:

- I have the confidence to use my core beliefs and positive influences to make the right choices
- I know what to expect from a healthy, loving relationship
- I know how to look after myself both physically and emotionally, understanding how and who to seek help from when I need it.
- I feel a valued member of society and embrace diversity
- I can lead an independent life and show resilience to manage any challenges that come my way through the journey of life.

Ultimately we want all children to feel that ***“the right choice is the easy choice.”***

## 5. Roles and Responsibilities

The Governing Body will approve the policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring PSHE is taught consistently across the school and for managing requests with regards to the parental right to withdraw from non-statutory Sex Education.

The PSHE lead is responsible for leading and managing the subject. Teachers are responsible for delivering PSHE.

Pupils are expected to fully engage with PSHE provision and treat others with respect.

## **6. Working with outside agencies and visiting speakers**

Where outside agencies are involved in delivering our PSHE curriculum we will follow our GDPR Principles. (Please also refer to our GDPR statement on our school website)

- Data is processed fairly and lawfully
- Data is processed only for specified and lawful purposes
- Processed data is adequate, relevant and not excessive
- Processed data is accurate and, where necessary, kept up to date
- Data is not kept longer than necessary
- Data is processed in accordance with an individual's consent and rights
- Data is kept secure
- Data is not transferred to countries outside of the European Economic Area

## **7. Monitoring, evaluation and training**

- PSHE provision will be monitored and evaluated by the PSHE lead, SLT and Governors in line with the monitoring cycle in place at our school. The PSHE policy will be reviewed annually.
- To ensure staff are confident to deliver all aspects of the PSHE curriculum, access to online, in school, local and national training will be made available and in accordance with the school's CPD programme for staff development

## **8. Working with parents**



It is vital that parents and carers know what is being taught and how to support their child/children. The PSHE curriculum overview is published on the school website along with the PSHE policy, Relationships policy and Sex education policy. Appendix 1 shows what is being taught by year group on our curriculum map and our learning objectives also share the block learning focuses.

We have an open door policy for any parents/ carers who wish to find out more about our PSHE provision. We consult with parents, carers and the wider community through parent sessions, a PSHE working groups and individual meetings to provide an ongoing process to ensure we all work together for the greatest benefit of the children. We understand that parents and carers may wish to approach the school to access help with concerns they may have about their child and where they can go to obtain further support.

We welcome and encourage parents and carers to make an appointment with the class teacher or the PSHE Leader to discuss any aspect of the PSHE curriculum or to raise any concerns they may have regarding this vital area of education.

Parents and carers are **only** entitled to withdraw their child from designated Sex education lessons (please see the Sex education policy for further details) and there is no right to withdraw from PSHE which includes statutory Relationships Education and Health Education. The science curriculum also includes content on human development, including reproduction, for which there is no right to withdraw from. We highly recommend all students receive the full PSHE curriculum.

### **Useful information for parents**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)

## **9.Linked policies**

Safeguarding

Anti - Bullying Policy

Relationships Education Policy

Sex Education policy

## **10. Policy development**

Who wrote the policy – PSHE lead with staff and the voluntary working group pulled together all relevant information including relevant national and local guidance / guidance from Public Health PSHE lead

Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

Parent/stakeholder consultation – a voluntary parents working group was formed

Pupil consultation – school council was consulted and invited to offer any further suggestions

Ratification – this policy was shared and ratified with governors

### **Contacts**

**Head teacher** – Sarah Jones [sjones@lacehillacademy.co.uk](mailto:sjones@lacehillacademy.co.uk)

**PSHRE Lead** – Tanya Cronin [tcronin@lacehillacademy.co.uk](mailto:tcronin@lacehillacademy.co.uk)

**PSHRE Governor** – Judith Green [jgreen.governor@lacehillacademy.co.uk](mailto:jgreen.governor@lacehillacademy.co.uk)

## Appendix 1 Curriculum map and star

### PSHE Curriculum Map at Lace Hill Academy

#### Lace Hill Academy – PSHE

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 1	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 2	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 3	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 4	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 5	Being Me in My World	Relationships	Celebrating Difference	Dreams and Goals	Healthy Me	Changing Me
Year 6	Being Me in My World	Relationships	Celebrating Difference	Dreams and Goals	Healthy Me	Changing Me



## Appendix 2 Ground rules for PSHE lessons

- No personal questions or sharing of private information.
- You have the right to pass on a question.
- No question is silly or stupid.
- Use dictionary words whenever possible.
- Post the list in the classroom and refer to it as needed.

There is a balance between encouraging pupils to talk about real life and over disclosure of private information. Encourage pupils to use the phrase "Someone I know..." instead of the person's name if sharing information of a personal nature.

Frame the ground rules in a creative way:

G... Giggling is okay but laughing at others is not

R... Respect for myself and others is important

O... Option to pass on answering questions is available to all

U... Use dictionary words when describing the body

N... No question is a silly question!

D... Do use "Someone I know..." instead of the person's name

## Appendix 3 Vocabulary list: Human development

Key Stage 1	Key Stage 2 Year 3	Key Stage 2 Year 4/5	Key Stage 2 Year 6
Boy, girl, gender, penis, testicles, vulva, pregnant, baby, child, teenager, elderly, life cycle, change, grow, feelings, love, care, comfortable feeling, uncomfortable feeling	<b>KS1 list</b> <b>Plus:</b> Grow, change, mature, feelings, emotions, excited, up and down, worried, reproductive organs, sperm, egg	<b>KS1 and Y3 list</b> <b>Plus:</b> Puberty, private parts, genitals, vagina, labia, vulva, clitoris, penis, testicles, breasts, attraction, internal, inside, menstruation, uterus, fallopian tubes, ovary/ovary/ovaries, cervix, menstrual cycle, period, blood, discharge, Adam's apple, penis, testicles, scrotum, semen, erection, ejaculation,	<b>KS1 and KS2 Y3 and Y4/5 list</b> <b>Plus:</b> strong feelings, reproductive organs, menstruation, uterus, fallopian tubes, scrotum, sexual intercourse, conception, embryo, pregnant, birth, contraception, condom, consent

		wet dream, masturbation, sweat, body odour, sanitary towel, tampon	
--	--	---	--

#### Appendix 4 Statutory guidance: Relationships Education

By the end of primary school

<b>Families and people who care for me</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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>• 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>• 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>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• 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>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> </ul>

	<ul style="list-style-type: none"> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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>• 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.</li> </ul>
<b>Respectful relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<p>Pupils should know</p>

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

By the end of primary school

Mental wellbeing	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"><li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li><li>• 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>• 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>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li><li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li><li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li><li>• 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>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li><li>• 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).</li><li>• 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>
Internet safety and harms	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"><li>• that for most people the internet is an integral part of life and has many benefits.</li><li>• 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>• 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>• why social media, some computer games and online gaming, for example, are age restricted.</li><li>• 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></ul>



	<ul style="list-style-type: none"> <li>• 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>• where and how to report concerns and get support with issues online.</li> </ul>
Physical health and fitness	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
Healthy eating	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• 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>
Drugs, alcohol and tobacco	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
Health and prevention	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• 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>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to immunisation and vaccination</li> </ul>
Basic first aid	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>

Changing adolescent body	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>
--------------------------	---

## Appendix 5 DEF information from statutory guidance

### Relationships

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

Health education (the DfE has not separated this into Primary and Secondary)

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary>

### DfE Guide for parents

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)