



**Relationships, Sex and Health  
Education Policy**

**September 2021**

# The Compass Academy

Approved by: LGC Date: September

Last reviewed on: September 2021

Next review due by: September 2022

## THE COMPASS ACADEMY ALTERNATIVE PROVISION

YOUR JOURNEY TO SUCCESS STARTS HERE

### OUR VISION

Together we will create powerful and collective experiences of compassion, courage, achievement & meaning

### AIMS

- To help pupils see their worth and feel that they belong
- To develop the skills of empathy, resilience and respect
- To promote lifelong learning experiences through the broad & balanced curriculum

Ultimately, supporting & encouraging our pupils to chart their own course through life as successful citizens.

### VALUES

We believe that each and every member of our Compass family has the right to be successful, feel valued, loved & cared for.

## **Statement of Policy**

This policy should be read in conjunction with the following policies:

- Safeguarding Policy
- Child Protection Policy
- Curriculum Policy
- Anti-Bullying Policy
- E-Safety Policy
- Careers Strategy

### **1. Introduction**

The Compass Academy is aware that children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

### **2. Intention**

The intention of Relationships, Sex and Health Education (RSHE) at The Compass Academy is to support our pupils in developing the knowledge, skills and information required to aid all of our pupils in being able to develop healthy, nurturing relationships of all kinds, not just intimate relationships.

In addition, we aim to ensure that pupils are provided with accurate information from reliable sources. We intend to use a range of appropriate resources matched to the strengths and needs of individual pupils. We will develop pupils' oracy skills by providing pupils with opportunities to engage positively in sensitive discussions and enable them to have the confidence to ask questions to help address any misconceptions. Pupils are encouraged to build upon what they have learnt to ensure that the learning process is progress and supports pupils ongoing preparation for the future

Through the Academy RSHE offer, our pupils will know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship.

The Academy's RSHE policy will provide clear progression from what is taught in primary through Relationships and Health Education.

The Academy recognises the important role that RSHE plays in providing preventive education for all of our pupils. Throughout all lessons and learning opportunities, there is a strong emphasis on supporting our pupils in learning how to manage risks and how to manage lifes' challenges in a positive way.

### **3. Implementation**

We deliver a holistic 'Life Studies' curriculum which builds upon the foundations set out by the PSHE/wellbeing scheme, Jigsaw.

The 'Life Studies' curriculum is further embedded across the school through the Academy 'Careers Strategy' the 'Extend and Enrichment' Programme and subjects across the wider curriculum.

Pupils are taught about intimate relationships, family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult.

As pupils mature, teaching will include intimate relationships to support our pupils in making safe and responsible choices as they develop into young adulthood. The curriculum covers contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). Our curriculum teaches what is acceptable and unacceptable behaviour in relationships and helps our pupils to understand the positive effects that good relationships have on their mental wellbeing.

Equally, our pupils will be supported in identifying when a relationship is not right and understand how such situations can be managed, this is further supported by the Academy's approach to pastoral support.

#### **The teaching of RSHE will enable our pupils to:**

- distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful;
- understand the benefits of healthy relationships to their mental wellbeing and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing;
- believe they can achieve goals and that in order to achieve those goals they must stick at the tasks despite the challenges they may face;
- be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way;
- recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk;
- recognise risks, harmful content and contact, and how and when to report issues to keep them safe online;

- within the law, be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs.
- make good decisions about their own health and wellbeing.
- recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.
- understand that physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.
- become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant.
- be able to develop the skills necessary to respond calmly and rationally to setbacks and challenges.
- know the contribution that hobbies, interests and participation in their own communities can make to overall well being.

#### **4. Statutory Guidance**

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 and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

#### **This policy has been developed in response to:**

- Statutory guidance on RSE and health education including
- Keeping children safe in education: for schools and colleges
- Behaviour and discipline in schools: guidance for headteachers and staff
- Equality Act 2010: advice for schools
- Special educational needs and disability code of practice: 0 to 25 years
- Mental health and behaviour in schools
- Preventing and tackling bullying

- Cyber bullying: advice for headteachers and school staff
- Advice for parents and carers on cyber bullying
- Sexual violence and sexual harassment between children in schools and colleges
- Promoting fundamental British values as part of SMSC in schools

## 5. Implementation of the programme

Using the themes from the PSHE Jigsaw curriculum as a starting point, each half term we promote a half termly theme and British value, which is threaded throughout two explicit 'Life Studies' lessons per week.

Half termly themes are further complemented through the delivery of core and foundation subjects.

The half termly themes are as follows:

	Half Termly theme	Half Termly British Value
Autumn 1	Being me in my World	Compass Community Values
Autumn 2	Celebrating Difference	Tolerance of different faiths/beliefs
Spring 1	Dreams & Goals	Rule of Law
Spring 2	Healthy Me	Individual Liberty
Summer 1	Relationships	Mutual Respect
Summer 2	Changing Me	Democracy

Strands within the themes are specified within the Academy Life Studies LTP and have been adapted for the purposes and needs of our pupils within the academy. The plan may be modified in response to individual pupil needs.

In the delivery of lessons, there is a strong emphasis on developing the oracy and communication skills of our pupils, to support our pupils in being able to express their opinions and to listen to and take on board the ideas of others in an environment where our pupils feel respected, safe and included.

In addition to explicit 'Life Studies' lessons, pupils will also address key RSHE content through and the promotion of fundamental **British Values**. The academy promotes democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. These values are embedded in the curriculum through the half term theme, and reflected in our own RESPECT values

of: resilience, empathy, self-awareness, passion, excellence, communication and teamwork. The RSHE content is delivered through:

- Tutor based activities,
- Thematic 'Deep learning days'
- Through the wider curriculum offer.
- Extended learning activities
- The Academy Enrichment offer
- Through pastoral care and emotional wellbeing support.

The Academy acknowledges that high-quality, evidence-based and age-appropriate teaching can help pupils prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

The RSHE curriculum is set in the context of the wider whole-school 'Thrive' approach to support pupils in fulfilling gaps in pupils development so that pupils are supported to be safe, happy and prepared for life beyond school. The curriculum on relationships and sex will complement and be supported by wider policies on behaviour, inclusion, respect for equality and diversity, anti-bullying and safeguarding. RSHE will sit within the context of the Academy's broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.

The curriculum on health education will similarly complement, and be supported by the Academy's education on healthy lifestyles through:

- explicit lessons (physical education, food & nutrition and science)
- the 'extend and enrichment' programme
- school meals
- encouraging pupils to travel independently
- whole school events
- the promotion of the half termly theme, 'Healthy Me' (Spring 2).

The Academy will teach the content in the context of a broad and balanced curriculum underpinned by a wider, deliberate cultivation and practice of character education.

Effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, led by a half termly enquiry based question/theme. Teaching will include sufficient well-chosen opportunities and contexts for pupils to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations. We will respond to the needs of the existing cohort through reviewing the mapped out curriculum on a half termly basis.

The lead teacher will work closely with colleagues in related curriculum areas to ensure

that Relationships Education, Sex Education and Health Education programmes complement each other and do not duplicate content covered in national curriculum subjects.

## **6. Vulnerable groups**

### **Pupils with special educational needs and/or disabilities (SEND)**

Relationships Education, Sex Education and Health Education will be accessible for all pupils. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all pupils. The Academy will also be mindful about preparing pupils for adulthood, as set out in the SEND code of practice.

The Academy is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some pupils, for example, those with Social, Emotional and Mental Health Needs or learning disabilities.

For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages. As required, additional support and interventions will be provided by the pastoral team.

### **Vulnerable pupils**

Many pupils within our cohort have experienced adverse childhood experiences and as a result, many suffer from associated social, emotional and mental health needs.

In the delivery of any content which may be of a sensitive nature, teaching staff are advised to offer advisory guidance and support to any pupil that may need it.

## **7. Promoting equality**

In teaching RSHE, the Academy is aware that it is important that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect.

The Academy is aware that the School must comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

Through carefully planned units of work, the Academy RSHE has ensured that all of their teaching is sensitive and age appropriate in approach and content. Full consideration is given to when it is appropriate to teach pupils about LGBT. This content is fully integrated into programmes of study rather than delivered as a standalone unit or lesson

## **8. Roles and Responsibilities**

## **8.1 Governors**

The Governors will ensure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

## **8.2 Principal**

The Principal/SLT/Lead teacher will ensure that:

- All staff are informed of the policy and the responsibilities included within the policy;
  - All teachers explore how new pedagogies and technology can be fully utilised to support subjects;
  - The subjects are staffed and timetabled in a way to ensure that the Academy fulfils their legal obligations;
  - The teaching of RSHE is monitored to ensure that it is delivered in ways that are accessible to all pupils with SEND;
- The Academy works with parents/carers when planning and delivering RSE to pupils.
  - Clear information is provided to parents/carers on the subject content and the right to request that their child is withdrawn.

## **8.3 Staff**

All staff will ensure that:

- Ground rules are negotiated with the group before embarking on lessons of a sensitive nature so that both the staff and pupils can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality;

- All pupils are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support;
- At all times teaching will take place in the context of an explicit moral framework;
- All points of view they may express during the course of teaching RSHE are unbiased;
- The teaching of RSHE is delivered in ways that are accessible to all pupils with SEND;
- The emphasis of teaching RSHE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices;
- Issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of RSHE;
- Know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology.
- Where appropriate they direct pupils to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give pupils personal advice on matters such as contraception;
- Where a pupil has embarked on a course of action likely to place them at risk, the member of staff will ensure that the pupil is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.
- Know how to manage 'difficult questions' and support pupils in accessing relevant information or advice rather than a child forming misconceptions or seeking out 'wrong information'.
- Know the challenges that young people face and the impact of 'adverse childhood experiences' upon a child.

#### **8.4 Parents/Carers**

The Academy acknowledges the key role that parents/carers play in the development of their child's understanding about relationships. Parents are the first educators of their children and have a significant influence in enabling their children to grow, mature and to form healthy relationships.

All Parents/Carers will be:

- Given every opportunity to understand the purpose and content of Relationships Education and RSHE;
- Encouraged to participate in the development of Relationships Education and RSHE;
- Able to discuss any concerns directly with the Academy.

## **9. Right to be excused from sex education**

Parents/Carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request, the Academy will require a member of the Senior Leadership Team or RSHE Lead to discuss the request with the parent/carer and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Following the discussions, except in exceptional circumstances, the Academy will respect the parents' request to withdraw their child.

The Principal will ensure that where a pupil is excused from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal.

There is no right to withdraw from the national curriculum.

## **10. Consultation with Parents/Carers**

Upon admission to the academy, information regarding the Relationships, Sex and Health Education curriculum will be shared with parents and carers and the opportunity to withdraw will be discussed.

Regular updates will also be shared through Academy newsletters and the Academy website.

Parents/Carers are invited to consult with the team in relation to topics or matters that parents/carers feel should be addressed as part of the curriculum.

Prior to the delivery of topics of a sensitive nature, parents will be informed in writing and guidance offered in how to support their child in approaching such material.

## **11. Working with external agencies**

The Academy is aware that working with external partners enhances the delivery of RSHE content and will support Academies to bring in specialist knowledge and implement different ways of engaging with young people and promoting young people in engaging in external professional support in an environment where young people feel safe and supported.

Where the Academy uses external agencies, the academy will check the credentials of the visiting organisation and any visitors linked to the agency. The Academy will also ensure that the teaching delivered by the visitor fits with the planned programme of the published policy.

The Academy will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all pupils. Any materials that are used as part of the delivery must be approved by the Academy in advance of the session.

The Academy will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the Academy's Safeguarding Policy. For further information, please consult the '**Provider Access Policy**'.

## **12. Safeguarding, reports of abuse and confidentiality**

At the Compass Academy, there is a focus on keeping our pupils safe, and the RSHE curriculum plays an important role in our preventative education. All pupils are taught about keeping themselves safe, including how to stay safe online, as part of our overarching academy ethos in preparing pupils to develop the knowledge, skills and information required to support our pupils in becoming successful citizens as they progress in life.

In our Academy, we will allow children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend.

In line with the document Keeping Children Safe in Education (KCSIE), all staff are aware of what to do if a child tells them that they are being abused or neglected. Staff are also aware of the need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead and children's social care. A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interests of the child. The school's Safeguarding / Child Protection Policy and Procedures must be adhered to at all times and without exception, concerns or disclosures made within or as a result of RSHE lessons must be shared with the Designated Safeguarding Lead (DSL).

The involvement of the Designated Safeguarding Lead (or Designated Child Protection Lead) will ensure that trusted, high quality local resources are engaged, links to the police and other agencies are utilised and the knowledge of any particular local issues it may be appropriate to address in lessons.

### **13. Impact and Evaluation**

When monitoring the impact of the RSHE curriculum, the school considers a range of measures in ensuring outcomes for our pupils. The RSHE curriculum is evaluated in a number of ways, including:

- pupil feedback
- staff feedback from 'Life Studies' lessons and 'Deep Learning Days'
- gathering informal feedback from external partners and from parents/carers
- quality assurance of 'Life Studies' lessons and wider opportunities throughout the curriculum.
- pupil destination data.
- pupil ABAL data
- Thrive profile observations
- Life Studies outcomes

### **14. Strategic RSHE Lead**

For further information regarding the Academy's RSHE curriculum, please contact the Assistant Vice Principal, **Mrs Claire Horne** or the Designated RSHE Lead, **Miss Sam Marshall**, in the first instance.

Contact can be made with Miss S Marshall via contact with the school or via email:

#### **Miss S Marshall (RSHE Lead)**

The Compass Academy

Tel: 01482 331720

Email: [marshall.s@thecompassacademy.co.uk](mailto:marshall.s@thecompassacademy.co.uk)

Our named Governor with responsibilities for Relationships, Sex and Health Education is Maggie Ingledew.

## **Relationships, Sex and Health Education Content (Secondary) Appendix 1**

The Academy will continue to develop knowledge on topics specified for primary schools in addition to the following secondary content:

### **Families**

Pupils should know:

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to the raising of children.
- how to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

### **Respectful relationships, including friendships**

Pupils should know:

- the characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).

- 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 tolerance and respect to others and others' beliefs, including people in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

## **Online and the Media**

Pupils should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline.
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- what to do and where to get support to report material or manage issues online.
- the impact of viewing harmful content.
- that specifically sexually explicit material often presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- that sharing and viewing indecent images of children (including those created by children) is against the law.
- how information and data is generated, collected, shared and used online.

## **Being safe**

Pupils should know:

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and domestic abuse and how these can affect current and future relationships.
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (on and offline).

## **Intimate and sexual relationships, including sexual health**

Pupils should know:

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others.
- that they have a choice to delay sex or to enjoy intimacy without sex.
- the facts about the full range of contraceptive choices and options available.
- the facts around pregnancy including miscarriage.
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- how the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.

- how the use of alcohol and drugs can lead to risky sexual behaviour.
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

### **Health Mental wellbeing**

Pupils should know:

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- that happiness is linked to being connected to others.
- how to recognise the early signs of mental wellbeing concerns.
- common types of mental ill health (e.g. anxiety and depression).
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

### **Internet safety and harms**

Pupils should know

- the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and the media can have an adverse effect on one's self esteem.
- Eating disorders and extreme weight loss are a specialised area and schools should use qualified support or advice as needed. Schools may consider accessing support from the NHS or local specialist services who may be able to provide advice and CPD for teachers.
- How information is targeted at pupils and how to be a discerning consumer of information online.
- how to identify harmful behaviours online (including bullying, abuse or harassment)

and how to report, or find support, if they have been affected by those behaviours.

### **Physical health and fitness**

Pupils should know:

- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.
- about the science relating to blood, organ and stem cell donation.

### **Healthy eating**

Pupils should know:

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

### **Drugs, alcohol and tobacco**

Pupils should know

- the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.
- the law relating to the supply and possession of illegal substances.
- the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- the physical and psychological consequences of addiction, including alcohol dependency.
- awareness of the dangers of drugs which are prescribed but still present serious health risks.
  - the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

### **Health and prevention**

Pupils should know

- about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- the facts and science relating to immunisation and vaccination.
- the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

### **Basic first aid**

Pupils should know

- basic treatment for common injuries.
- life-saving skills, including how to administer CPR.
- the purpose of defibrillators and when one might be needed.

### **Changing adolescent body**

Pupils should know

- key facts about puberty, the changing adolescent body and menstrual wellbeing.
- the main changes which take place in males and females, and the implications for emotional and physical health.