

Trust Policy

**Relationships, Sex and Health
Education (RSHE) Policy (Primary)**

Approver: Trustees
Review Cycle: Biennial

Revision History			
Date	Version	Short Description of Changes	Approved by:
May 23	V1.0	Policy adopted	TB

This Policy Applies To:
Primary Schools

Document Management Information

Applicable to:	All Trust Primary schools
Development and Consultation:	This policy has been produced collaboratively across the Trust in consultation with school leaders, PSHE leads and Teachers. The policy reflects the expectations of statutory guidance and model policies. Parents and carers will be consulted about the policy and given time to provide feedback to the Trust about the policy and its delivery.
Dissemination:	Made available on the Trust website and staff hub, paper copies available from school offices upon request. Staff in Primary schools will be asked to confirm they have read and signed this via SendMy
Implementation:	As part of curriculum offer
Training:	Organised by school CPD leads with support and guidance from the Director of Personal Development upon request
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If you require this policy in a more accessible format please contact the Trust Compliance Officer on compliance@coastandvale.academy

Executive summary text for current policy version:

This policy outlines the expectations of primary schools within the Trust in relation to the teaching of RSHE and the inclusion of students with SEND, disadvantaged students and other vulnerable cohorts within the curriculum offer. The Policy enables effective provision to meet safeguarding and wellbeing needs in respect of the DfE statutory RSHE guidance, updated Sept 2021.

Curriculum maps are not explicitly referenced within the policy to ensure the flexibility of schools to adapt to emerging and contextual safeguarding and wellbeing concerns. Curriculum content and maps are linked via digital connections to enable access to school's current curriculum sequencing.

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1 Introduction

1.1 Relationships Education, Relationships and Sex Education and Health Education at all schools within Coast and Vale Learning Trust (the Trust) addresses the following societal challenges:

- The UK has the highest teenage birth rate in Western Europe;
- The rate is highest in the most economically disadvantaged communities and amongst the most vulnerable young people;
- More than half of under 16s use no form of contraception the first time they have sex;
- Early sexual experiences tend to be linked to risky behaviour with alcohol and other drugs;
- Lack of knowledge and media pressures are often cited as explanations for the number of teenage pregnancies;
- Increased risks of sexting which affects young people the most;
- Risks associated with social media and young people being contacted by strangers.

1.2 The following policy (which replaces any previous RSE policies) is an integral part of other Trust and school policies relating to student health and well-being, and particularly the associated policies for drugs, alcohol and tobacco education.

1.3 It is also to be read in conjunction with both the Safeguarding Children Policy including child protection procedures and the Trust's Confidentiality Policy.

2 Context, including national and local policy and legislation

2.1 This policy supports a whole school approach to Relationships, Sex and Health Education (RSHE) in the curriculum, and throughout the life of the school and its community. It is consistent with current legislative frameworks and guidance. The focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults. (Statutory guidance). These concepts will then be further developed in Secondary education to provide children with the skills, knowledge and understanding that they need to be well-informed adults.

2.2 Learners need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships. We are committed to promoting the health and wellbeing of learners and of the whole school

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community, and fully recognise the important cyclical relationship between physical and mental wellbeing and learning.

2.3 At the Trust we believe that effective relationship and sex education is essential if young people are to make responsible and well-informed decisions about their lives. It should not be delivered in isolation but should be firmly rooted within the framework for PSHE and the National Curriculum, which are part of the Trust's determination to raise standards and expectations for all our young people.

2.4 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 learners receiving primary education. They also make Health Education compulsory in all schools except independent schools.

3 National Curriculum

3.1 The National Curriculum states that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all learners. It must also:

- Promote the spiritual, moral, cultural, mental and physical development of learners at the school and of society, and
- Prepare learners at the school for the opportunities, responsibilities and experiences of later life.

3.2 Relationships Education, RSE and Health Education complements several national curriculum subjects, and opportunities are identified to draw links between the subjects and integrate teaching where appropriate.

3.3 At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty, pregnancy and childbirth.

3.4 Key focus areas:

3.4.1 At KS1 students are taught:

- to recognise and compare the main external parts of the bodies of humans and other animals;
- that humans and other animals can produce offspring and that these offspring grow into adults;
- about the senses that enable humans and other animals to be aware of the world around them.

3.4.2 At KS2 students should be taught:

- that the life processes common to humans and other animals include nutrition, movement, growth and reproduction;
- that the life processes common to plants include growth, nutrition and reproduction;
- to make links between life processes in familiar animals and plants and the environments in which they are found.

4 Roles and Responsibilities

4.1 Trustees

4.1.1 Approve the policy and ensure it is implemented

4.2 Director of Learning

4.2.1 Senior leader responsible for the policy

4.2.2 Ensure the Headteachers are delivering against this policy

4.3 Director of Personal Development

4.3.1 Developing Trust wide RSHE Policy

4.3.2 Ensuring compliance against this policy

4.3.3 Offering quality assurance to school at their discretion

4.4 Headteachers

4.4.1 Ensuring the policy is properly implemented

4.4.2 There is a member of staff who is responsible for Personal Development

4.5 Curriculum Leader – Personal Development

4.5.1 For ensuring that lesson content supports this policy

4.5.2 Communicating the policy with parents

4.5.3 Curriculum content delivered by external visitors

4.5.4 Providing quality assurance to the Headteacher that this policy is being fully embedded across the curriculum offer

4.6 School DSL

4.6.1 To report safeguarding concerns on to the curriculum leader for PD so that relevant themes can be picked up in class

4.7 Classroom Teacher

4.7.1 Ensuring that the themes of this policy are picked up as part of lesson planning where this is relevant

5 **General Aims**

5.1 Our approach to Relationships, Sex Education and Health Education (RSHE), consists of a comprehensive and developmental programme of teaching and learning, which is delivered in a context where the health and wellbeing of learners and of the whole school community are actively promoted. Our teaching programme has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our Trust's stated aims and objectives to promote and protect the wellbeing of all our learners.

5.2 Our RSHE programme helps learners to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future, as individuals, parents/carers, workers and members of society. It is embedded within the wider learning offered by the school to ensure that learners experience positive relationships with adults and with each other and feel valued, and that those who are most vulnerable are identified and supported. Learners are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community.

6 **RSHE delivery**

6.1 Curriculum organisation

6.1.1 The RSHE programme is embedded across Trust primary schools through developing opportunities to draw links between subjects and integrate teaching where appropriate. This programme complements existing national curriculum subjects through our whole school approach to health and wellbeing. It also covers e-safety and the content reflects the different and escalating risks that young people face as they get older.

6.1.2 This is delivered through a variety of opportunities including:

- school ethos
- Curriculum enrichment experience days
- small group work

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- cross curricular links
- assemblies
- residential trips

6.1.3 Our approach to delivering Relationships, Sex and Health Education includes a whole school RSHE programme. This reflects the importance we place on this content and the consistency and progression of what is taught.

6.1.4 The curriculum maps in our schools, demonstrate an approach that introduces and then revisits learning opportunities at a deeper and more complex level in each year group, emphasising and embedding the essential skills and attributes they need to manage their lives, both now and in the future.

6.2 Learning environment and expectations

6.2.1 Staff are careful to ensure their personal beliefs and attitudes do not influence the teaching of RSHE. There are clear parameters as to what will be taught in a whole-class setting, and what will be dealt with on an individual basis.

6.2.2 If learners are to benefit fully from a Relationships, Sex and Health Education programme, they need to be confident speakers, good listeners and effective, sensitive communicators who are conscious of the impact of their words on others. When the needs of learners are analysed, of overriding importance are two key areas: **they need to feel safe and be safe**. Staff aim to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the learners. They also reduce the possibility of inappropriate behaviour, while also ensuring that help, support and guidance are signposted for learners and if disclosures are made they are dealt with in line with the safeguarding policy.

6.2.3 We recognise that an interactive approach to RSHE will better develop the skills of our learners and it is more likely to meet their needs. We involve learners in the evaluation and development of their Relationships, Sex and Health Education in ways appropriate to their age such as verbal feedback, questionnaires, online surveys and informal discussions with class teachers, RSHE lead and SLT.

6.3 Answering questions

6.3.1 We acknowledge that sensitive and potentially difficult issues will arise in Relationships, Sex and Health Education as learners will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for Relationships, Sex and Health Education. **As a first principle, we**

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answer questions relating to taught, planned curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age-appropriate way, only to the learner or learners who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE lead/ Designated Safeguarding leads. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We may use a question box where questions may be asked anonymously.

6.3.2 When answering questions, we ensure that sharing personal information by adults, learners or their families is discouraged. **Where a question or comment from a learner in the classroom indicates the possibilities of abuse or risk of harm, or is something that is not age appropriate, teachers will pass this information to the designated safeguarding lead in line with Trust and school policy and procedures.**

7 Safeguarding and Child Protection

7.1 The nature of RSHE means that learners may disclose personal information that staff will respond to appropriately. The classroom is never a confidential place to talk, and that remains true in Relationships, Sex and Health Education. Learners will be reminded that lessons are not a place to discuss their personal experiences and issues, or to ask others to do so. Any visitor to the classroom will be bound by the Trust's policy on confidentiality, regardless of whether they have, or their organisation has, a different policy. We will make sure visitors are aware of this, and make sure there are enough opportunities for learners to access confidential support after the lesson if they need it.

7.2 **Any information disclosed to a staff member or other responsible adult, which causes concern about the learner's safety, will be communicated to the designated person as soon as possible, in line with our safeguarding and child protection policy.** Relationships, Sex and Health Education plays a very important part in fulfilling the statutory duties all schools have to meet and the RSHE policy should be closely aligned to the school's safeguarding policy. This policy helps learners to know and understand how to keep themselves and others safe, make informed decisions and manage risk and equips them with the knowledge and skills to get help if they need it. When teaching any sensitive issue, learners may give cause for concern, and a link needs to be made with the pastoral system and safeguarding arrangements.

7.3 **All adults involved in Relationships, Sex and Health Education delivery need to be aware of the pastoral system and safeguarding arrangements in place.**

8 Parents/Carers

- 8.1 The school recognises the key role that parents/carers fulfil in supporting their children through their personal development and the emotional and physical aspects of growing up. Therefore, we always seek to work in partnership with parents/carers when planning and delivering Relationships, Sex and Health Education. We will keep parents/carers informed about all aspects of the RSHE curriculum, including when it is going to be delivered and provide access to resources and information being used in class and do everything to ensure that parents/carers are comfortable with the education provided to their children in school. All material shared with learners will be available to parents/carers and can be access on our website here:
<https://www.coastandvale.academy/our-schools/relationships-sex-and-health-education-rshe-curriculum/>.
- 8.2 As there continues to be no right of withdrawal from any part of the national curriculum, as relationship and health education is compulsory in primary schools, parents only have a right to withdraw their child where aspects are taught that go beyond the national curriculum for science.
- 8.3 The Headteacher and RSHE leads will invite parents/carers for a detailed discussion, to ensure their wishes are understood, and will clarify the nature, purpose and benefits of this important information before granting the request.

9 Working with visitors and other external agencies

- 9.1 Lessons will be delivered by the class teachers who know the children best, and who have developed strong relationships as well as being aware of individual needs. However, when appropriate, we may use visits and visitors from external agencies or members of the community to support RSHE. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and learners. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge learner's perceptions. When visitors are used to support the programme, the school's policy on the use of visitors will be used. A staff member will be present throughout these lessons. Visitors will be given a copy of this policy, and any other relevant policies, and expected to comply with the guidelines outlined within it.
- 9.2 Before involving visitors in any aspect of Relationships, Sex and Health Education, teachers will ensure that:
- the visitor understands the Trust's confidentiality policy, values and approach to the educational programme.
 - Any material bought into school by a visitor must be shared and approved with staff prior to the visit and be available to parents

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- there is appropriate planning, preparatory and follow up work for the sessions
- the visitor understands the emotional, intellectual, cultural, religious, social and ability level of the learners involved, including where there may be a specific issue relating to child protection
- the teacher needs to be part of the experience in order for the learners to value the lessons and to build on the learning after the session/s as well as answer any questions the learners may subsequently have.

10 Inclusion and equal opportunities

- 10.1 All learners, whatever their experience, background and identity, are entitled to quality Relationships, Sex and Health Education that helps them build confidence and a positive sense of self, and to stay healthy. All classes include learners with different abilities and aptitudes, experiences and religious/cultural backgrounds, gender and sexual identities. To encourage learners to participate in lessons, teachers will ensure content, approach, and use of inclusive language reflects the diversity of the school community and helps each and every learner to feel valued and included in the classroom.
- 10.2 We promote the needs and interests of all learners, including those with SEND. The school's approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of learners to ensure all can access the full RSHE provision. We promote social learning and expect our learners to show a high regard for the needs of others. Relationships, Sex and Health Education is an important vehicle for addressing both multicultural and gender issues and ensuring equal opportunities for all.

11 Further Information

11.1 Complaints

- 11.1.1 Parents/carers who have complaints or concerns regarding the Relationships, Sex and Health Education provision should contact the school to discuss their concerns and if necessary, follow the Trust's complaints procedure

11.2 Policy

11.2.1 This policy supports a range of the Trust policies including:

- Trust and School Child Protection Policies
- Equality Policy
- Trust and School SEND Policies
- Respect Agenda

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11.2.2 The Trust is committed to embedding a culture of preventative safeguarding through strong and responsive RSHE Curriculum and other policies that supports this.

12 Location and dissemination

12.1 A copy of the policy can be found on the Trust website. You can also request a physical copy of the policy from the school.

13 Equality Impact Statement

13.1 All of our schools are committed to advancing and achieving equality of opportunity for all learners, parents /carers / associated persons, staff, governors and visitors. We believe that all people are of equal value and are entitled to equality of opportunity and that our diversity enriches our community.

Appendix 1: Relationships and Sex Education Content (Primary)¹

By the end of primary school:

<p>Families and people who care for me</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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 children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>Caring friendships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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.
<p>Respectful relationships</p>	<p>Pupils should know:</p>

¹ [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education. Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, Department for Education, June 2019](#)

	<ul style="list-style-type: none"> • 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.
<p>Online relationships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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.
<p>Being safe</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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 e.g. family, school and/or other sources.
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Physical health and mental wellbeing (Primary)

Mental wellbeing	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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

	<p>the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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.