



HAZLEGROVE

Deo Juvante

RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION GUIDANCE

PURPOSE

Relationships Education is compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools. Health Education is not compulsory in independent schools, but we have chosen to also integrate that into our curriculum at Hazlegrove. The guiding principles are that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

In years R to 6 the aim of these subjects is to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, alongside the essential understanding of how to be healthy. In year 7 and 8, teaching will build on the knowledge acquired in the earlier phases of the school, and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

Teaching about mental wellbeing is central to these subjects. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. These subjects will give them the knowledge and capability to take care of themselves and receive support if problems arise.

The content within these subject areas will help to foster our pupils' wellbeing and develop resilience and character; key aspects that are fundamental to their happiness and success. It will support their development of personal attributes including kindness, integrity, generosity, and honesty, four of our core values at Hazlegrove.

DELIVERY

Much of this content is explicitly taught through the PSHE, RE, PE, ICT and Science curriculums at Hazlegrove. However, it is far broader than this and the topic areas and learning points thread

throughout our school, across all subjects and particularly in activities such as tutor times and assemblies. They are also reflected in our school values and ethos, and in our approach to supporting behaviour and relationships. Relationships education is taught by everyone.

In terms of PSHE and RSE we are guided by materials from the JIGSAW programme (www.jigsawpshe.com) and the PSHE Association (www.pshe-association.org.uk).

PSHE in the Pre-prep and Early Years is taught by the pupil's classteacher. In the Lower and Middle Schools, it is taught by the Pastoral Heads of Section, and the Head of PSHE teaches the upper school pupils.

THINGS TO CONSIDER

As a School we should -

- Have a good understanding of pupils' faith backgrounds and foster positive relationships with local faith communities;
- Consider the religious background of all pupils when planning teaching;
- ensure we comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics;
- teach about faith perspectives;
- Ensure our teaching reflects the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make;
- Ensure our resources are appropriate for the age and maturity of pupils, and sensitive to their needs;
- Ensure we do not unlawfully discriminate against pupils because of their protected characteristics (e.g. age, sex, race, disability etc);
- Consider the makeup of our student body, including the gender and age range of our pupils, and decide whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics (which mean that they are potentially at greater risk);
- Consider what we can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach (our use of the Working with Boys and Girls on Board approaches are instrumental in this);
- Be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled (our use of the Working with Boys programme in year 7 is instrumental in this);
- Make it clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up (as well as Working with Boys, things like Everyone's Invited, #Me Too and the Everyday Sexism Project guide our teaching);
- Make sure Relationships Education, RSE and Health Education is accessible for all pupils, including pupils with SEND;

- Be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND;
- Ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect.

GOVERNORS

Governors should make sure 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;
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

WORKING WITH PARENTS

As with everything we do at Hazlegrove we should work closely with parents when planning and delivering these subjects. We need to ensure that parents know what will be taught, and when, and share key resources with them. We must clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE, and we should give parents the opportunity to understand and ask questions about our approach.

Right to Withdraw

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Requests for withdrawal should be put in writing and addressed to the Tutor. A copy of the withdrawal requests will be placed in the pupil's educational record. The Head will discuss the request with parents and take appropriate action.

CURRICULUM CONTENT for RELATIONSHIPS and SEX EDUCATION

By the end of Year 6 we aim to have taught the children -

- the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults;
- what a relationship is, what friendship is, what family means and who the people are who can support them;
- how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy;

- about establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact (the forerunners to consent);
- respect for others;
- the features of healthy friendships, family relationships and other relationships which young children are likely to encounter;
- understanding of the features of relationships that are likely to lead to happiness and security;
- online safety;
- how information and data is shared and used in all contexts, including online;
- character traits and positive personal attributes such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks;
- personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice;
- about positive emotional and mental wellbeing, including how friendships can support mental wellbeing;
- how to recognise abuse, including emotional, physical and sexual abuse, ensuring our young people understand that they have rights over their own bodies, and know how to report concerns and seek advice when they suspect or know that something is wrong;
- about their bodies, learning the main external body parts, how the human body changes as it grows from birth to old age (including puberty) and about reproduction in some plants and animals.

See Appendix 1 for detailed information from the Statutory Guidance on outcomes expected by the end of year 6 for all pupils.

In addition to developing and building on the topics taught at primary level, by the end of year 8 through RSE we aim to have taught the children -

- the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships;
- what a healthy relationship looks like;
- what makes a good friend;
- about contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure);
- about what is acceptable and not acceptable behaviour in relationships;
- about human sexuality and how to respect themselves and others;
- knowledge about safer sex and sexual health to ensure they are equipped to make safe, informed and healthy choices as they progress through adult life.;
- about intimate relationships as well as family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult;
- the benefits of healthy relationships to their mental health and self-respect;
- the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way;
- About their rights and responsibilities as citizens and about applicable law;

- About faith and other perspectives on these topics so that our pupils are well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs;
- about grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour;
- to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including FGM, honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk
- the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues.

See Appendix 2 for detailed information from the Statutory Guidance on outcomes expected by the end of secondary school for all pupils.

CURRICULUM CONTENT FOR PHYSICAL HEALTH and MENTAL WELLBEING

The aim of teaching pupils about physical health and mental wellbeing is to give our 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 in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. We endeavour to promote an ethos where there is no stigma attached to health issues, particularly those to do with mental wellbeing, so that our pupils are confident to talk about what they are thinking and feeling, and feel able to check their understanding and seek help and advice about how to promote good health and wellbeing.

By the end of year 6 we aim to have taught the children -

- the characteristics of good physical health and mental wellbeing;
- the benefits and importance of daily exercise, good nutrition and sufficient sleep;
- the language and knowledge to understand the normal range of emotions that everyone experiences so they are able to articulate how they are feeling, talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience;
- the steps they can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid;
- the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors;
- the benefits of hobbies, interests and participation in their own communities;
- the benefits of rationing time spent online and the risks of excessive use of electronic devices;
- why social media, computer games and online gaming have age restrictions and the knowledge and skills to manage common difficulties encountered online.

See Appendix 3 for detailed information from the Statutory Guidance on outcomes expected by the end of year 6 for all pupils.

In addition to developing knowledge on the topics specified for primary ages, by the end of year 8, we also aim to have taught the children -

- The information that they need to make good decisions about their own health and wellbeing;
- to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively;
- to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin;
- To understand the physical and emotional changes, which take place during puberty and their impact on their wider health and wellbeing;
- to know how to protect and support their own health and wellbeing;
- factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions;
- to know how to judge when they, or someone they know, needs support and where they can seek help if they have concerns (both adults in school and external support).

See Appendix 4 for detailed information from the Statutory Guidance on outcomes expected by the end of secondary school for all pupils.

More detailed information on everything contained in this document can be found within the Statutory Guidance using the following link:

[Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

APPENDIX 1

Statutory Guidance on RSE outcomes expected by the end of year 6 for all pupils.

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

APPENDIX 2

Statutory Guidance on RSE outcomes expected by the end of secondary school for all pupils.

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 is, including their legal status – for example, that marriage carries 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 raising of children, including the characteristics of successful parenting.
- how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), 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, in all contexts including online, such as:
 - trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict
 - reconciliation and ending relationships, this includes different (non-sexual) types of relationship
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, 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 respect to others, including people in positions of authority and due tolerance of other people's beliefs
- 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 media

Pupils should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- 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, for example pornography, 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 a criminal offence which carries severe penalties including jail
- 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, rape, domestic abuse, forced marriage, honour-based violence and FGM, 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, in all contexts, including online

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, for example 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 and menopause
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- that they have a choice to delay sex or to enjoy intimacy without sex
- the facts about the full range of contraceptive choices, efficacy 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 and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
- about 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

APPENDIX 3

Statutory Guidance on Physical Health and Mental Wellbeing outcomes expected by the end of year 6 for all pupils.

Mental wellbeing

Pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Internet safety and harms

Pupils should know:

- that for most people the internet is an integral part of life and has many benefits
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing

- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- where and how to report concerns and get support with issues online

Physical health and fitness

Pupils should know:

- the characteristics and mental and physical benefits of an active lifestyle
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they are worried about their health

Healthy eating

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content)
- the principles of planning and preparing a range of healthy meals
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

Drugs, alcohol and tobacco

Pupils should know:

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

Health and prevention

Pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- the facts and science relating to allergies, immunisation and vaccination

Basic first aid

Pupils should know:

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

Changing adolescent body

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle

APPENDIX 4

Statutory Guidance on Physical Health and Mental Wellbeing outcomes expected by the end of secondary school for all pupils.

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 information is targeted at them 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 cardio-vascular 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
- (late secondary) the benefits of regular self-examination and screening
- 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.