



# PSHE (Personal, Social, Health Education) AND RSE (Relationships and Sex Education) POLICY

NORTHBOURNE.SP.005

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# Personal, Social and Health Education and Relationships and Sex Education Policy

Our mission as a school is to Nurture Excellence, through an inspiring curriculum and environment that develops and nurture self-aware, resilient and healthy children. Within this, we aim to provide a curriculum that is broad and balanced and meets the needs of all children. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum should:

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

Our PSHE curriculum aims to:

- Provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community;
- Encourage pupils to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and community. Through this, they recognise their own worth, work well with others and take increasing responsibility for their own learning;
- Help children reflect on their experiences and understand how they are developing personally and socially, addressing some of the spiritual, moral, social and cultural issues that are part of growing up;
- Ensure children understand and respect our common humanity, diversity and difference so that they can go on to form effective and fulfilling relationships.

## 1. Our PSHE scheme

At Northbourne we use Jigsaw as the basis for our PSHE teaching, supplemented with resources from the PSHE Association as required. Relationships, health and sex education is embedded within this subject. This sees children learn the strands of PSHE in the following order:

Term	Theme	Content
1	Being Me in My World	Includes understanding my place in the class, school and global community
2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying) and diversity
3	Dreams and Goals	Goal-setting, aspirations and resilience building
4	Healthy Me	Drugs and alcohol education, self-esteem and confidence, as well as healthy lifestyle choices (on and offline)
5	Relationships	Understanding friendship, family and other relationships; conflict resolution and communication skills
6	Changing Me	Sex and Relationship Education in the context of looking at and managing change

This scheme brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. A whole-school approach is used, with all year groups working on the same theme at the same time. This enables each theme to start with an introductory assembly, generating a whole school focus for adults and children alike.

Each lesson has two Learning Objectives: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health Education guidance, but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. These objectives are then mapped across the year groups to secure strong

progression in knowledge, skills and understanding. PSHE is generally taught for the equivalent of 45 minutes a week. Class teachers take the lead in teaching PSHE lessons, supported by teaching assistants as appropriate.

## 2. The learning environment for PSHE

Establishing a safe, open and positive environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that ground rules are agreed at the start of the school year and reinforced each lesson. Whilst these are written collaboratively between staff and children, these agreements will always include the following elements:

- Take turns to speak
- Use kind and positive words
- Listen to each other
- Have the right to pass
- Only use names when giving compliments or being positive
- Respect each other's privacy and confidentiality

## 3. Relationship and Sex Education (RSE)

From the school year 2020-21, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the 'changing adolescent body', included in the expected outcomes for primary Health Education. The statutory intended outcomes for the Relationships and Health Education curriculum, fully covered by our carefully planned curriculum, are included in Appendix 1.

Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. This is why the DfE recommend:

*"... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born."*

(Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

### 3i. Compulsory aspects of Relationships, Sex and Health Education

As a primary academy school we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017. We also have to provide Health Education to all pupils.

We choose to follow the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum. The Sex Education contained in National Curriculum science (Key Stages 1–4) is specified as:

- All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes
- Children should learn how a baby is conceived and born' before they leave primary school

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off line safety.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996. Updated government safeguarding guidance is now available (Keeping Children Safe in Education, 2019) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holidays especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government Multi-agency practice guidelines: Female Genital Mutilation (2016) which includes a section for schools.

The many strands within PSHE and RSE have clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development. Our approach to these at Northbourne is underpinned by The Church of England document Valuing all God's Children (2019) which states:

*"Schools should ensure that they have clear anti-bullying policies on preventing and tackling homophobic, biphobic and transphobic behaviour and language and that these policies are known and understood by all members of the school community. School leaders should present a clear message that HBT bullying will not be tolerated and that there can be no justification for this negative behaviour based on the Christian faith or the Bible. Schools should ensure that pupils understand how to report incidents. Pupils should be confident that if they report bullying it will be taken seriously."*

### 3ii. Withdrawal from Sex Education within RSE lessons

Parents/carers have the right to withdraw their children from those aspects of the RSE curriculum deemed as **Sex Education** provided at school, except for those parts included in the statutory National Curriculum Science curriculum. Sex Education is defined as lessons focusing on Human Reproduction; these topics are highlighted on the curriculum maps appended here and are always taught in term 6 as part of the Changing Me topic.

During the Summer term, parents and carers of children in Y4, 5 and 6 will be reminded of the Sex Education objectives which are due to be covered as part of the PSHE curriculum and reminded of their right to withdraw their child from these lessons. To do so, they will be asked to put their request in writing to the headteacher, who may ask to meet with parents to explore any concerns and discuss any impact that withdrawal may have on the child. The request for withdrawal will cover a defined lesson or set of lessons, as discussed with parents, for that year group only. Acknowledging that the wishes of parents and carers may change over time, we ask that a request for withdrawal is made in each of the year groups that Sex Education is taught, in the same way ie a request made in writing once parents have been informed of the planned curriculum content.

Parents and carers who request resources to deliver Sex Education to their child at home themselves will be signposted to books and other materials which may be of use.

From September 2020, parents and carers cannot withdraw from other aspects of this broader curriculum, including those objectives linked to relationships.

The objectives in the planned curriculum focusing on puberty fall within the Physical Health and Mental Wellbeing strand of the DfE guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education*. Learning about puberty is layered throughout the planned curriculum, and, as with Sex Education, explicitly taught in term 6 within the Changing Me topic. These aspects of the curriculum are statutory, and, as such, parents and carers cannot withdraw their child from lessons focusing on puberty. By the end of Y6, the expectation is that pupils will know:

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

At the start of term 6, teachers will share the objectives related to puberty which will be covered within PSHE lessons with parents, to ensure in-school learning can be discussed and followed up, as appropriate, by parents and carers.

## 3iii. The RSE curriculum

Age	Content
4-5	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
5-6	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.
6-7	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.
7-8	Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.
8-9	Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.
9-10	Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMART internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.
10-11	Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

The content outlined above is taught to children by their class teacher, supported by any teaching assistants who typically work in the class. For some objectives, children may be taught in year groups rather than their usual class.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families LGBT

parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

#### 4. Health Education, including substance education, mental health education and safety education

Effective Health Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others' health and well-being.

##### 4i. The curriculum for Health Education

Age	Content
4-5	Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.
5-6	Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.
6-7	Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.
7-8	Self-identity and worth; positivity in challenges; responsible choices; giving and receiving compliments; difficult challenges and achieving success; dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings; simple budgeting; exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it's important online and off line; respect for myself and others healthy and safe choices; body changes at puberty.
8-9	What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty.
9-10	Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; changes in the body at puberty.
10-11	Choices, consequences and rewards; group dynamics; democracy, having a voice; emotions in success; making a difference in the world; motivation; recognising achievements; compliments; taking personal responsibility; how substances affect the body; exploitation, including 'county lines' and gang culture; emotional and mental health; managing stress; mental health; identifying mental health worries and sources of support; love and loss; managing feelings; power and control; assertiveness; technology safety; take responsibility with technology use; self-image; body image; impact of media; discernment; puberty; reflections about change; respect and consent.

## **5. Safeguarding and controversial issues**

Teachers need to be aware that sometimes disclosures may be made during PSHE and RSE lessons, in which case, safeguarding procedures are followed by staff immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes, and teachers endeavour to provide this support as soon as possible. If disclosures are made, the school's Safeguarding Policy is followed.

Sensitive and controversial issues have the potential to arise in learning from real-life experience. Issues that are addressed may be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs including family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Both formal and informal questions from pupils arising from PSHE and RSE are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. Individual teachers use their skill and discretion in this area and seek advice from the PSHE Subject Lead and Headteacher where needed.

## **6. Special Educational Needs and PSHE**

PSHE is planned as a universal core curriculum provision for all pupils. Where necessary, teachers adjust lessons and the activities used to meet the needs of all children in their class, including those with SEN. This might be through, for example, different or additional resources, adult support or use of differentiated and targeted small group activities as appropriate.

## **7. Roles of the schools' Local Governing Body and Headteacher in relation to PSHE and RSE**

It is the responsibility of the Governing Body to ensure:

- All pupils make progress in achieving the expected educational outcomes in regard to PSHE and RSE;
- PSHE and RSE are well led, effectively managed and well planned;
- The quality of PSHE and RSE provision is subject to regular and effective self-evaluation and monitoring;
- Teaching is delivered in ways that are accessible to all pupils with SEND;
- Parents are consulted on the subject content and the right to request that their child is withdrawn and provided with clear information about this subject;
- Teaching resources are shared with parents as requested;
- The subject is resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations;
- All adults who teach PSHE and RSE are aware of the issues that are covered in the school's planned approach and that they work within this framework;
- This policy, including its effectiveness, is monitored on an annual basis

**Appendix 1a: Planned outcomes for Relationships Education**

Pupils should know:

<b>Families and People Who Care For Me</b>	<ul style="list-style-type: none"> <li>Families are important for children growing up because they can give love, security and stability;</li> <li>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives;</li> <li>That other families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care;</li> <li>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up;</li> <li>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong;</li> <li>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>How important friendships are in making us feel happy and secure, and how people choose and make friends;</li> <li>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties;</li> <li>That healthy relationships are positive and welcoming towards others, and do not make others feel lonely or excluded;</li> <li>That most friendships have ups and downs, and these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right;</li> <li>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs;</li> <li>Practical steps they can take in a range of different contexts to improve or support respectful relationships;</li> <li>The conventions of courtesy and manners;</li> <li>The importance of self-respect and how this links to their own happiness;</li> <li>That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority;</li> <li>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;</li> <li>What a stereotype is, and how stereotypes can be unfair, negative or destructive;</li> <li>The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>That people sometimes behave differently online, including by pretending to be someone they are not;</li> <li>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous;</li> <li>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them;</li> <li>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met;</li> <li>How information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>What sort of boundaries are appropriate in friendships with peers and others (including in a digital context);</li> <li>About the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe;</li> <li>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact;</li> </ul>



	<ul style="list-style-type: none"> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know;</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult;</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard;</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so;</li> <li>• Where to get advice, for example, family, school and / or other sources.</li> </ul>
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## Appendix 1b: Planned outcomes for Physical Health and Mental Wellbeing

Pupils should know:

<b>Mental Wellbeing</b>	<ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health;</li> <li>• That there is a normal range of emotions (for example, happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations;</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings;</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate;</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activities on mental wellbeing and happiness;</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests;</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support;</li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing;</li> <li>• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online);</li> <li>• It is common for people to experience mental ill health; for many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• That for most people the internet is an integral part of life and has many benefits;</li> <li>• About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content on their own and others' mental and physical wellbeing;</li> <li>• 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;</li> <li>• Why social media, some computer games and online gaming, for example, are age-restricted;</li> <li>• That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health;</li> <li>• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted;</li> <li>• Where and how to report concerns and get support with issues online.</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle;</li> <li>• The importance of building regular exercise into daily and weekly routines and how to achieve this: for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise;</li> <li>• The risks associated with an inactive lifestyle (including obesity);</li> <li>• How and when to seek support, including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content);</li> <li>• The principles of planning and preparing a range of healthy meals;</li> <li>• The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (for example, the impact of alcohol on diet or health).</li> </ul>

<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body;</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer;</li> <li>• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn;</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist;</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing;</li> <li>• The facts and science related to allergies, immunisation and vaccination.</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary;</li> <li>• Concepts of basic first aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes;</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

## **Appendix 2: Recommended Reads**

- *Growing Up Great! The Ultimate Puberty Book for Boys* by Scott Todnem
- *Hair in Funny Places* by Babette Cole
- *How to Grow Up and Feel Amazing: The No Worries Guide For Boys* by Dr. Ranj
- *How Do You Make a Baby?* By Anna Fiske
- *Respect: Consent, Boundaries and Being in Charge of YOU* by Rachel Brian
- *Let's Talk About Sex: Changing Bodies, Growing Up, Sex and Sexual Health* by Robie H. Harris and Michael Emberley
- *Let's Talk About the Birds and the Bees: Starting Conversations About the Facts of Life* by Molly Potter
- *Sex, Puberty and All That Stuff* by Jacqui Bailey
- *The Boys' Guide to Growing Up* by Phil Wilkinson
- *The Girls' Guide to Growing Up* by Anita Naik
- *What Happens to My Body and Mind: A Complete Boys' Guide to Growing Up* by Annabel E. Lewis
- *What's Down There? A Book About Girl Bodies for Curious Kids* by Alex Waldron
- *What's Happening to Me?: Boy* by Alex Frith
- *What's Happening to Me?: Girl* by Susan Meredith