

# Thoresby Vale Primary Academy

Personal, Social, Health Education (PSHE) and  
Relationships, Sex and Health (RSHE) Education  
Policy

Edition – September 2025

## **Context**

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

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

This policy meets the requirements that schools publish a Relationships and Sex Education policy and does this within the wider context of Personal, Social and Health Education.

## **PSHE**

At Thoresby Vale Primary Academy, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects evaluated under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

We also supplement our PSHE curriculum with additional lesson on topics such as knife crime which may be delivered by other agencies such as the Police. The No Outsiders programme also enhances our PSHE curriculum by providing a selection of story books that introduce difference and the fact that this is a positive, not a negative. The No Outsiders programme teaches our children that everyone belongs here and everyone is welcome. It provides an age-appropriate way of teaching our children about the Equality Act 2010 and the protected characteristics.

## Statutory Relationships and Health Education

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”

DfE Guidance p.8

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

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

At Thoresby Vale Primary Academy, we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to our children’s needs. The mapping

document below shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool
- Behaviour and Discipline in Schools
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools
- Social, emotional and mental wellbeing in primary and secondary education. (NICE guidance)
- Promoting and supporting mental health and wellbeing in schools and colleges (guidance for schools and colleges)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- The Equality and Human Rights Commission Advice and Guidance
- Promoting Fundamental British Values as part of SMSC in schools
- SMSC requirements for independent schools

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

## What do we teach when and who teaches it?

### Whole-school approach

Our curriculum covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six units taught across the year across the whole school. The children's learning in these areas deepens and broadens every year.

Term	Puzzle (Unit)	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Thoresby Vale Primary Academy, we allocate time to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes.

## **Relationships Education**

### ***What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?***

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document below.

It is important to explain that whilst the Relationships Unit in our curriculum covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in our curriculum e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

## **Health Education**

### ***What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?***

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document below.

It is important to explain that whilst the Healthy Me Puzzle unit in our curriculum covers most of the statutory Health Education, some of the outcomes are taught elsewhere in our curriculum e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter and our Healthy Habit – Be respectful.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in our curriculum this is taught as part of the Changing Me unit.

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

## Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education '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'.

At Thoresby Vale Primary Academy, we believe children should understand the facts about human reproduction before they leave primary school.

We define Sex Education as ensuring that all of our children are prepared for changes that adolescence brings (puberty) and – drawing on the knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born.

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

At Thoresby Vale Primary Academy, puberty is taught as a statutory requirement of Health Education and covered by our PSHE curriculum in the 'Changing Me' unit.

Curriculum content in our Changing Me unit	
<b>Reception</b>	Lesson 1: My Body - I can name parts of the body. Lesson 2: Respecting My Body - I can tell you some of the things I can do and foods I can eat to be healthy. Lesson 3: Growing Up - I understand that we all grow from babies to adults. Lesson 4: Fun and Fears - I can express how I feel about moving to Year 1. Lesson 5: Fun and Fears - I can talk about how I feel about my worries and/or the things I am looking forward to about being in Year 1. Lesson 6: Celebration - I can share my memories of the best bits of this year in Reception.

Curriculum content in our Changing Me unit	
<b>Key Stage 1 Cycle A</b>	<p>Lesson 1: Life cycles - I am starting to understand the life cycles of animals and humans.</p> <p>Lesson 2: Changing Me - I can tell you some things about me that have changed and some things about me that have stayed the same.</p> <p>Lesson 3: My Changing Body - I can tell you how my body has changed since I was a baby.</p> <p>Lesson 4: Boys' and Girls' Bodies - I can identify the parts of the body that make boys different from girls and can use the correct names for these: penis, testicles, vagina, vulva, anus.</p> <p>Lesson 5: Learning and Growing - I understand that every time I learn something new I change a little bit.</p> <p>Lesson 6: Coping with Changes - I can tell you about changes that have happened in my life.</p>
<b>Key Stage 2 Cycle B</b>	<p>Lesson 1: Life Cycles in Nature - I can recognise cycles of life in nature.</p> <p>Lesson 2: Growing from Young to Old - I can tell you about the natural process of growing from young to old and understand that this is not in my control.</p> <p>Lesson 3: The Changing Me - I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</p> <p>Lesson 4: Boys' and Girls' Bodies - I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private.</p> <p>Lesson 5: Assertiveness - I understand there are different types of touch and can tell you which ones I like and don't like.</p> <p>Lesson 6: Looking Ahead - I can identify what I am looking forward to when I move to my next class.</p>
<b>Lower Key Stage 2 Cycle A</b>	<p>Lesson 1: How Babies Grow - I understand that in animals and humans lots of changes happen between birth and growing up, and that usually it is the female who has the baby.</p> <p>Lesson 2: Babies - I understand how babies grow and develop in the mother's uterus and what a baby needs to live and grow.</p> <p>Lesson 3: Outside Body Changes - I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. I can also identify how boys' and girls' bodies change on the outside during this growing up process.</p> <p>Lesson 4: Inside Body Changes - I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>Lesson 5: Family Stereotypes - I can start to recognise stereotypical ideas I might have about parenting and family roles.</p> <p>Lesson 6: Looking Ahead - I can identify what I am looking forward to when I move to my next class.</p>



Curriculum content in our Changing Me unit	
Lower Key Stage 2 Cycle B	<p>Lesson 1: Unique Me - I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.</p> <p><b>Lesson 2: Having a Baby - I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby.</b></p> <p>Lesson 3: Girls and Puberty - I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.</p> <p>Lesson 4: Circles of Change - I know how the circle of change works and can apply it to changes I want to make in my life.</p> <p>Lesson 5: Accepting Change - I can identify changes that have been and may continue to be outside of my control that I learnt to accept.</p> <p>Lesson 6: Looking Ahead - I can identify what I am looking forward to when I move to a new class.</p>
Upper Key Stage 2 Cycle A	<p>Lesson 1: Self and Body Image - I am aware of my own self-image and how my body image fits into that.</p> <p>Lesson 2: Puberty for Girls - I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p>Lesson 3: Puberty for Boys - I can describe how boys' and girls' bodies change during puberty.</p> <p><b>Lesson 4: Conception - I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby.</b></p> <p>Lesson 5: Looking Ahead - I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).</p> <p>Lesson 6: Looking Ahead - I can identify what I am looking forward to when I move to my next class.</p>
Upper Key Stage 2 Cycle B	<p>Lesson 1: My Self Image - I am aware of my own self-image and how my body image fits into that.</p> <p>Lesson 2: Puberty - I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p><b>Lesson 3: Babies: Conception to Birth - I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</b></p> <p>Lesson 4: Boyfriends and Girlfriends - I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.</p> <p>Lesson 5: Real self and ideal self - I am aware of the importance of a positive self-esteem and what I can do to develop it.</p> <p>Lesson 6: The Year Ahead - I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to a new year group.</p>

We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this e.g.

Lower Key Stage 2 Cycle B (Having a baby)

Upper Key Stage 2 Cycle A (Conception)

Upper Key Stage 2 Cycle B (Conception, birth)

The school will inform parents of this right by our initial data collection forms and via message in Summer term 1 before the Changing Me unit is taught in Summer term 2.

## **Equality**

This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At Thoresby Vale Primary Academy, we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

## DfE Statutory Relationships and Health Education Outcomes Mapping Document

Relationships Education						
By the end of primary, pupils should be taught about:						
Families and people who care for me	Being me in my world	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
(R1) that families are important for children growing up because they can give love, security and stability		X			X	X
(R2) 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		X			X	X
(R3) 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		X			X	X
(R4) 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		X			X	x
(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong		X			X	
(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed		X			X	X
Caring friendships	Being me in my world	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends	X	X		X	X	X
(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	X	X		X	X	X
(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	X	X		X	X	X
(R10) 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		X		X	X	
(R11) 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	x	X		X	X	

<b>Respectful Relationships</b>	<b>Being me in my world</b>	<b>Celebrating Difference</b>	<b>Dreams &amp; Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
(R12) 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	X	X	X	X	X	
(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships	X	X	X	X	X	X
(R14) the conventions of courtesy and manners	X	X	X	X	X	
(R15) the importance of self-respect and how this links to their own happiness	X		X	X	X	X
(R16) 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	X	X	X	X	X	X
(R17) 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		X			X	
(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive		X			X	X
(R19) the importance of permission-seeking and giving in relationships with friends, peers and adults	x	X	X	X	X	X
<b>Online Relationships</b>	<b>Being me in my world</b>	<b>Celebrating Difference</b>	<b>Dreams &amp; Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
(R20) that people sometimes behave differently online, including by pretending to be someone they are not		X		X	X	
(R21) 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	X	X		X	X	
(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them		X		X	X	
(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met		X		X	X	
(R24) how information and data is shared and used online				X	X	

Being Safe	Being me in my world	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	X	X		X	X	X
(R26) 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				X	X	X
(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact				X	X	X
(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know				X	X	
(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult		X		X	X	X
(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard,		X	X	X	X	X
(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so		X		X	X	X
(R32) where to get advice, for example family, school or other sources	X	X		X	X	X

Physical Health and Mental Wellbeing						
Mental Wellbeing	Being me in my world	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health			X	X	X	X
(H2) 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	X	X	X	X	X	X
(H3) 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	X	X	X	X	X	X
(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate	X	X	X	X	X	X
(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness				X	X	X
(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests				X	X	X
(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	X	X	x	X	X	X
(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing		X		X	X	X
(H9) 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)		X		X	X	X
(H10) 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				X	X	X

Internet Safety and Harms	Being me in my world	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
(H11) that for most people the internet is an integral part of life and has many benefits				X	X	
(H12) 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				X	X	
(H13) 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		X			X	
(H14) why social media, some computer games and online gaming, for example, are age restricted		X			X	
(H15) 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		X			X	
(H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted					X	
(H17) where and how to report concerns and get support with issues online		x		X	X	
Physical Health and Fitness	Being me in my world	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
(H18) the characteristics and mental and physical benefits of an active lifestyle				X	X	
(H19) 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				X		
(H20) the risks associated with an inactive lifestyle (including obesity)				X		
(H21) how and when to seek support including which adults to speak to in school if they are worried about their health				X	X	
Healthy Eating	Being me in my world	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
(H22) what constitutes a healthy diet (including understanding calories and other nutritional content)				X		
(H23) the principles of planning and preparing a range of healthy meals				X		
(H24) 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)				X		

Drugs, Alcohol and Tobacco	Being me in my world	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
(H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking				X		
Health and Prevention	Being me in my world	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
(H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body				X		
(H27) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer				x		
(H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn				X		
(H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist				X		
(H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing				X		
(H31) the facts and science relating to allergies, immunisation and vaccination				X		
Basic First Aid						
(H32) how to make a clear and efficient call to emergency services if necessary				X		
(H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries				X		
Changing Adolescent Body						
(H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes						X
(H35) about menstrual wellbeing including the key facts about the menstrual cycle						X