



# ***RSE Policy***

Presented by: R Delap

Date presented: March 2021

Approved by Governors and Staff:

Review Date: March 2022

**Signed** \_\_\_\_\_  
Chair of Governors/Vice Chair of Governors

## **Relationships, Sex & Health Education Policy**

This policy is a statement of the aims, principles and strategies for teaching and learning of Relationships, Sex & Health Education (RSE & Health) at Neston Primary School.

This policy has been developed in line with the [Equality Act 2010](#).

Other relevant policies include Safeguarding and PSHE.

### **Defining Relationships Education**

Relationships Education at Neston Primary School teaches the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults.

This is statutory, and children cannot be withdrawn from Relationships Education.

To encourage pupils to fully participate in lessons, teachers will ensure LGBT+ inclusivity in content, approach and use of language. There will be no assumption that all intimate relationships are between cis men and cis women, relationships will include straight and LGBT+ examples.

### **Defining Health Education**

At Neston Primary School, children learn about growing up and the changes that occur both mentally and physically during puberty. This is in line with statutory guidance on the teaching of Health under the ['Relationships Education, Relationships and Sex Education \(RSE\) and Health Education Statutory guidance'](#) as issued by the DFE (2019).

Parents do not have the right to withdraw children from these aspects of RSE.

### **Defining Sex Education**

During Year 6 at Neston Primary School, children will have the opportunity to learn about the physical act of reproduction.

Parents will be informed before this is taught and will have an opportunity to view the teaching resources if requested. Parents do have the right to withdraw their children from this aspect of RSE and should approach their class teacher if they wish to do so.

Those teaching the children will never assume that all intimate relationships are between cis men and cis women, and any sexual health information should include LGBT+ people in materials, case studies and scenarios etc.

### **Rationale**

At Neston Primary School we understand the importance of quality RSE & Health and why starting this with young children is an important part of a process to create informed young adults capable of making choices regarding their sexual health and relationships.

The RSE & Health programme reflects the school's ethos and demonstrates and encourages the following values:

- Respect for self and others
- Inclusion
- Partnership
- Celebration of difference and diversity

Our school's ethos is established in the close relations built with our whole school community and beyond into the local community. School Council, Governors and Parental involvement are crucial in the development of a corporate sense of shared community and values.

### **Aims**

RSE & Health Education at Neston Primary School aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become informed and active citizens. Teaching and learning aims to take place in an accepting and honest environment which enables all children to contribute.

### **Objectives**

- To raise children's self esteem and confidence, particularly in their relationships with others.
- To raise awareness and confidence in talking, thinking and listening about feelings and relationships.
- To enable children to develop the ability to understand the consequences of their actions.
- To develop children's knowledge about healthier and safer lifestyles in order that they are able to make informed decisions.
- To enable children to develop their skills in language, decision making and assertiveness.
- To provide information about available support.
- To encourage children to value themselves and others and to understand and celebrate difference and diversity.
- To understand that relationships can take place between people of all genders and families can be formed in a number of ways
- To develop children's knowledge of their body and the physical and emotional changes that occur as they grow up and to prepare children for these changes.

### **Content**

When teaching RSE & Health Education Neston Primary, we follow the Christopher Winter Programme. We also refer to guidance from the Proud Trust as part of our commitment to the Rainbow Flag Award.

The following overview demonstrates the progressive nature of the lessons. All lessons will continue to promote all relationships: LGBT+ and straight.

<b>Reception</b> <b>Our Lives</b>	Lesson 1: <b>Our Day</b> Lesson 2: <b>Keeping Ourselves Clean</b> Lesson 3: <b>Families</b>
<b>Year 1</b> <b>Growing and Caring</b> <b>For Ourselves</b>	Lesson 1: <b>Keeping Clean</b> Lesson 2: <b>Growing and Changing</b> Lesson 3: <b>Families and Care</b>
<b>Year 2</b> <b>Differences</b>	Lesson 1: <b>Differences: Boys and Girls</b> Lesson 2: <b>Differences: Male and Female</b> Lesson 3: <b>Naming the Body Parts</b>
<b>Year 3</b> <b>Valuing Difference</b> <b>and Keeping Safe</b>	Lesson 1: <b>Differences: Male and Female</b> Lesson 2: <b>Personal Space</b> Lesson 3: <b>Family Differences</b>
<b>Year 4</b> <b>Growing Up</b>	Lesson 1: <b>Growing and Changing</b> Lesson 2: <b>What is Puberty?</b> Lesson 3: <b>Puberty Changes and Reproduction</b>
<b>Year 5</b> <b>Puberty</b>	Lesson 1: <b>Talking about Puberty</b> Lesson 2: <b>Male and Female Changes</b> Lesson 3: <b>Puberty and Hygiene</b>
<b>Year 6</b> <b>Puberty, Relationships</b> <b>and Reproduction</b>	Lesson 1: <b>Puberty and Reproduction</b> Lesson 2: <b>Understanding Relationships</b> Lesson 3: <b>Conception and Pregnancy</b> Lesson 4: <b>Communication in Relationships</b>

### Delivery

RSE and Health is taught as an integral part of our school's Personal, Social, Health & Economic Education provision from Reception to Year 6 by the children's class teacher. In this way children are able to develop their ideas, knowledge and skills gradually and appropriately.

Teaching and learning of RSE takes place through whole class, group and individual work. Children are taught in mixed gendered groups. Active learning methods are utilised which encourage full participation. Care is taken to ensure that children's needs and sensitivities are dealt with appropriately at all times. This includes adapting material where necessary for pupils with SEND or EAL requirements. We also take into account Moral, Spiritual and Cultural requirements.

Opportunities are available for children to seek further guidance in smaller groups or on an individual basis.

### **Monitoring and Evaluation**

Subject leaders are responsible for the development of the subject areas and the policy.

The policy is then reviewed by the Governing Body (including parent governors) before being ratified.

Continual monitoring of the learning provision takes place throughout the year by the subject leads. This takes the form of staff and pupil feedback, learning walks and updating planning. Subject knowledge is kept up to date by reading and responding to statutory changes, as well as sharing good practice between professionals.

Approved by governors:

**Appendix**  
**Neston Primary School's coverage of statutory RSE and Health requirements**

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Statutory Guidance</b>						
<b>RSE</b>	<p>To understand why hygiene is important            Explain why it is important to keep clean            Understand some basic hygiene routines            To recognise that all families are different            Identify different members of the family            Understand how members of a family can help each other</p>	<p>To understand some basic hygiene principles            Know how to keep clean and look after oneself            To explore different types of families and who to ask for help            Know there are different types of families            Know which people we can ask for help</p>	<p>To introduce the concept of male and female and gender stereotypes            Understand that some people have fixed ideas about what boys and girls can do</p>	<p>To consider touch and to know that a person has the right to say what they like and dislike            Identify different types of touch that people like and do not like            Understand personal space            Talk about ways of dealing with unwanted touch            To explore different types of families and who to go to for help and support            Understand that all families are different and have different family members            Identify who to go to for help and support</p>	<p>To explore the human lifecycle            Describe the main stages of the human lifecycle            Describe the body changes that happen when a child grows up            To identify some basic facts about puberty            Discuss male and female body parts using agreed words            Know some of the changes which happen to the body during puberty            To explore how puberty is linked to reproduction            Know about the physical and emotional changes that happen in puberty            Understand that children change into adults so that they are able to reproduce</p>	<p>To explore the emotional and physical changes occurring in puberty            Explain the main physical and emotional changes that happen during puberty            Ask questions about puberty with confidence            To understand male and female puberty changes in more detail            Understand how puberty affects the reproductive organs            Describe how to manage physical and emotional changes            To explore the impact of puberty on the body &amp; the importance of hygiene            To explore ways to get support during puberty            Explain how to keep clean during puberty            Explain how emotions change during puberty            Know how to get support and help during puberty</p>	<p>To consider puberty and reproduction            Describe how and why the body changes during puberty in preparation for reproduction            Talk about puberty and reproduction with confidence            Consider physical &amp; emotional behaviour in relationships            Discuss different types of adult relationships with confidence            Know what form of touching is appropriate            To explore the process of conception and pregnancy            Describe the decisions that have to be made before having a baby            Know some basic facts about pregnancy and conception            To explore positive and negative ways of communicating in a relationship            To have considered when it is appropriate to share personal/private information in a relationship            To know how and where to get support if an online relationship goes wrong</p>

<p><b>Families and people who care for me</b></p>	<p>the characteristic s 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. <b>RSE - Foundation</b> 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</p>	<p>that families are important for children growing up because they can give love, security and stability. <b>RSE</b> 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. <b>RSE - Foundation and SMSC - Theme 3-Diversity Theme 5-Equality</b> that stable, caring relationships, which may be of different types, are at the heart of happy families, and are</p>	<p>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. <b>RSE - Foundation and SMSC - Theme 3-Diversity Theme 5-Equality</b> that stable, caring relationships, which may be of different types, are at the heart of happy families, and are</p>	<p>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. <b>RSE - Foundation and SMSC - Theme 3-Diversity Theme 5-Equality</b> 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</p>	<p>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. <b>RSE - Foundation and SMSC - Theme 3-Diversity Theme 5-Equality</b> 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</p>	<p>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. <b>RSE - SMSC - Theme 3-Diversity Theme 5-Equality</b> that stable, caring relationships, which may be of different types, are at the heart of happy families, and are</p>	<p>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. <b>RSE - SMSC - Theme 3-Diversity Theme 5-Equality</b> that stable, caring relationships, which may be of different types, are at the heart of happy families, and</p>
---	---	--	---	--	--	--	--

	<p>children's families are also characterised by love and care. RSE - Foundation and Year 1 <b>SMSC</b> -</p> <p><b>Theme 3-Diversity</b> <b>Theme 5-Equality</b> 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.</p> <p><b>RSE SMSC</b> <b>Theme 5-Equality</b></p>	<p><b>Theme 3-Diversity</b> <b>Theme 5-Equality</b> 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. <b>RSE -SMSC Theme 5- Equality</b></p>	<p>important for children's security as they grow up. <b>RSE - SMSC</b> <b>Theme 5-Equality</b></p>	<p>they grow up. <b>RSE - SMSC</b> <b>Theme 5-Equality</b> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. <b>RSE</b></p>	<p>they grow up. <b>RSE - SMSC</b> <b>Theme 5-Equality</b> that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. <b>RE</b> How do jews demonstrate their faith in the community unit? <b>Autumn 1</b> <b>RE</b> What is Humanism? <b>Summer 1 and SMSC</b> <b>Theme 5-Equality</b> <b>SMSC Theme 12-Diversity</b></p>	<p>important for children's security as they grow up. <b>RSE SMSC</b> <b>Theme 5-Equality</b></p>	<p>are important for children's security as they grow up. <b>RSE SMSC</b> <b>Theme 5-Equality</b></p>
--	---	---	---	--	---	---	---

<p><b>Caring friendships</b></p>	<p>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. <b>SMSC Theme 1:No outsiders and SMSC Theme 12-Diversity</b></p> <p>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. <b>SMSC Theme 1- No Outsiders and Computing - E Safety Computing lessons , RSE</b></p>	<p>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. <b>SMSC Theme 1:No outsiders and SMSC Theme 12- Diversity</b></p> <p>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. <b>SMSC Theme 1- No Outsiders and Computing - E Safety Computing lessons , RSE</b></p>	<p>how important friendships are in making us feel happy and secure, and how people choose and make friends. <b>RSE</b></p> <p>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. <b>RSE</b> - that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. <b>SMSC Theme 1:No outsiders and SMSC Theme 12-Diversity</b></p> <p>how to recognise who to trust and who not to trust,</p>
----------------------------------	---	--	--

			<p>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. <b>SMSC Theme 1- No Outsiders and Computing - E Safety Computing lessons , RSE</b></p>
<p><b>Respectful relationships</b></p>	<p>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. <b>SMSC Theme 1:No outsiders, SMSC Theme 3-Diversity SMSC Theme 5- Equality SMSC Theme 7, Ready, Respectful, Safe. -</b></p>	<p>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. <b>SMSC Theme 1:No outsiders, SMSC Theme 3-Diversity SMSC Theme 5- Equality SMSC Theme 7 - stereotypes SMSC Theme 12-Diversity</b></p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships. <b>SMSC Theme 1:No outsiders.</b></p> <p>the importance of self-respect and how this links to their own happiness. <i>SMSC Theme 7 - stereotypes</i> 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. <i>SMSC Theme 1:No outsiders and SMSC Theme 7 - stereotypes</i></p>	

	<p><i>stereotypes</i>  <b>SMSC Theme 12- Diversity</b>  practical steps they can take in a range of different contexts to improve or support respectful relationships.  <b>SMSC Theme 1:No outsiders.</b>  the importance of self-respect and how this links to their own happiness.  <b>SMSC Theme 7 - stereotypes</b>  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.  <b>SMSC Theme 1:No outsiders and SMSC Theme 7 - stereotypes</b>  about different types of bullying (including cyberbullying), the impact of bullying,</p>	<p>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. <b>SMSC Theme 1:No outsiders. ESafety</b></p>
--	---	--

	<p>responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. <b>SMSC Theme 1:No outsiders.</b></p> <p><b>ESafety</b></p> <p>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p><b>RSE and SMSC Theme 3-Diversity, SMSC Theme 5- Equality, SMSC Theme 7 - stereotypes</b></p>	
--	---	--

<p><b>Online relationships</b></p>	<p>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. <b><u>E-safety computing</u></b> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. <b><u>E-safety computing</u></b> how information and data is shared and used online. <b><u>E-safety computing</u></b></p>	<p>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. <b><u>E-safety computing</u></b> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. <b><u>E-safety computing</u></b> how information and data is shared and used online. <b><u>E-safety computing</u></b></p>	<p>that people sometimes behave differently online, including by pretending to be someone they are not. <b>RSE</b> 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. <b>RSE</b> the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. <b><u>E-safety computing</u></b> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they</p>
------------------------------------	--	--	---

						<p>have never met.  <u><b>E-safety computing</b></u>  how information and data is shared and used online.  <u><b>E-safety computing</b></u></p>
<p><b>Being safe</b></p>	<p>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.  <b>Computing - E-safety</b></p>	<p>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.  <b>Computing - E-safety</b></p>	<p>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. <b>RSE</b> how to respond safely and appropriately to adults they may encounter (in all</p>	<p>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).  <b>RSE - E-safety computing</b> about the concept of privacy and the implications of it for</p>	<p>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.  <b>Computing - E-safety</b></p>	<p>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).  <b>RSE &amp; Computing - E-safety computing</b> that each person's body belongs to them and the differences between appropriate and inappropriate or unsafe</p>

			<p>contexts, including online) whom they do not know. Computing - <b>E-safety</b> where to get advice e.g. family, school and/or other sources. <b>RSE</b></p>	<p>both children and adults; including that it</p>	<p>physical and other contact. <b>RSE</b> How to respond safely to adults they may encounter in all contexts including online, whom they do not know, <b>Computing - E-safety</b> how to recognise and report feelings of being unsafe or feeling bad about any adult. <b>RSE</b> 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. <b>D&amp;A</b> information private. <b>7 E safety</b> why social media, some computer games and online gaming, for example, are age restricted. that the</p>
--	--	--	--	--	---

						<p>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.</p> <p><b><u>E-safety computing</u></b> how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p><b><u>E-safety computing</u></b> where and how to report concerns and get support with issues online. <b>E safety RSE</b></p>
--	--	--	--	--	--	--

<p><b>Physical health and fitness</b></p>		<p>the characteristics and mental and physical benefits of an active lifestyle. <b><u>PE &amp; Science</u></b> 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. <b><u>PE &amp; Science</u></b> the risks associated with an inactive lifestyle (including obesity). Year 5 PE <b><u>PE &amp; Science</u></b></p>		<p>the characteristics and mental and physical benefits of an active lifestyle. <b><u>PE &amp; Science</u></b> 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. <b><u>PE &amp; Science</u></b> the risks associated with an inactive lifestyle (including obesity). <b><u>PE &amp; Science</u></b></p>	<p>the characteristics and mental and physical benefits of an active lifestyle. <b><u>PE &amp; Science</u></b> 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. <b><u>PE &amp; Science</u></b> the risks associated with an inactive lifestyle (including obesity). <b><u>PE &amp; Science</u></b> how and when to seek support including which adults to speak to in school if they are worried about their health. <b><u>D&amp;A</u></b></p>
---	--	---	--	---	---

<p><b>Healthy eating</b></p>	<p>what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and preparing a range of healthy meals. <b><u>Science and Drugs &amp; Alcohol</u></b></p>	<p>what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and preparing a range of healthy meals.</p>	<p>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).<b><u>Science and Drugs &amp; Alcohol</u></b></p>		<p>what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and preparing a range of healthy meals.</p>
------------------------------	---	---	--	--	---

		<p><b><u>Science and Drugs &amp; Alcohol</u></b></p> <p>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). <b><u>Science and Drugs &amp; Alcohol</u></b></p>				<p><b><u>Science and Drugs &amp; Alcohol</u></b></p> <p>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). <b><u>Science and Drugs &amp; Alcohol</u></b></p>
--	--	--	--	--	--	--

<p><b>Drugs , alcohol and tobacco</b></p>		<p>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. <b>Drugs &amp; Alcohol Unit</b></p>			
<p><b>Health and prevention</b></p>	<p>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. <b>RSE</b></p> <p>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. - <b>MHMind</b></p> <p>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. <b>Sun safety unit</b></p>	<p>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. - <b>MHMind</b></p> <p>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. <b>Sun safety unit (F-Y2 and Assembly Y3-6)</b></p>	<p>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. <b>Science</b></p> <p>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. - <b>MHMind</b></p> <p>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. <b>Assembly</b></p>	<p>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. - <b>MHMind</b></p> <p>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. <b>Assembly</b></p>	<p>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body - <b>Science</b></p> <p>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. - <b>MHMind</b></p> <p>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. <b>Assembly</b></p>

<p><b>Basic first aid</b></p>		<p>how to make a clear and efficient call to emergency services if necessary. <b><u>Drugs &amp; Alcohol</u></b> concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	<p>how to make a clear and efficient call to emergency services if necessary. <b><u>Drugs &amp; Alcohol</u></b> concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	<p>how to make a clear and efficient call to emergency services if necessary. <b><u>Drugs &amp; Alcohol</u></b> concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	<p>how to make a clear and efficient call to emergency services if necessary. <b><u>Drugs &amp; Alcohol</u></b> concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>
<p><b>Changing adolescent body</b></p>		<p>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. <b>RSE &amp; Science</b></p>	<p>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. <b>RSE &amp; Science</b></p> <p>about menstrual wellbeing including the key facts about the menstrual cycle <b>RSE &amp; Science</b></p>	<p>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. <b>RSE &amp; Science</b></p> <p>about menstrual wellbeing including the key facts about the menstrual cycle <b>RSE &amp; Science</b></p>	