



RELATIONSHIP, SEX & HEALTH EDUCATION (RHSE)

SUMMARY of HEALTH EDUCATION

The focus of primary school Health Education is to teach children about both **PHYSICAL HEALTH & MENTAL WELL-BEING**; giving them the information they need to make good decisions about their own health and well-being. It should enable them to recognise what is 'normal' and what is an issues in themselves or others.

Physical health and mental well-being are interlinked. It is important that pupils understand that good physical health contributes to good mental well-being and vice versa.

An integrated, whole-school approach to the teaching and promotion of health and well-being has a potential positive impact on behaviour and attainment. We have a *'Health & Well-being Lead'* at Christ Church CoE Primary School who works with the Senior Leadership Team to ensure this remains a core component of our educational offer to our families.

Effective Health Education - and a positive school ethos - should strive to reduce stigma attached to health issues, particularly those to do with mental well-being. At Christ Church, we actively create an atmosphere that encourages openness. This will mean that our pupils feel they can check their understanding and seek any necessary help or advice as they gain knowledge about how to ensure good health and well-being.

By the time they leave Primary School, all children will have been taught about the following core aspects:

MENTAL WELL-BEING

- mental wellbeing is a normal part of daily life, in the same way as physical health
- there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions; including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness
- simple self-care techniques, including: the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children; it is very important for children to discuss their feelings with an adult and seek support
- bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing

- where and how to seek support; including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- it is common for people to experience mental ill health; for many people, the problems can be resolved if the right support is made available, especially if accessed early enough

INTERNET SAFETY

- for most people the internet is an integral part of life and has many benefits
- there are benefits of rationing time spent online; the risks of excessive time spent on electronic devices and the impact of positive / negative content online on their own and others' mental and physical wellbeing
- how to consider the effect of their online actions on others; know how to recognise and display respectful behaviour online; the importance of keeping personal information private
- why social media, some computer games and online gaming are age-restricted
- know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- how to be a 'discerning consumer' of information online; including understanding that information (including that from search engines) is ranked, selected and targeted
- where and how to report concerns and get support with issues online

PHYSICAL HEALTH & FITNESS

- the characteristics and mental / physical benefits of an active lifestyle
- the importance of building regular exercise into daily and weekly routines and how to achieve this (e.g. walking or cycling to school)
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they are worried about their health

HEALTHY EATING

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

DRUGS, ALCOHOL & TOBACCO

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

HEALTH & PREVENTION

- how to recognise early signs of physical illness (e.g. weight loss or unexplained changes to the body)
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage including skin cancer
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn

- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- the facts and science relating to allergies, immunisation and vaccination

BASIC FIRST AID

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

CHANGING ADOLESCENT BODY including puberty

- key facts about puberty and the changing adolescent body (particularly from 9 – 11yrs) including physical and emotional changes
- about menstrual wellbeing - including the key facts about the menstrual cycle

Puberty - including menstruation - should be covered in Health Education and should, as far as possible, be addressed before puberty starts. This should ensure male and female pupils are prepared for changes they and their peers will experience.

The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health.

In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products.