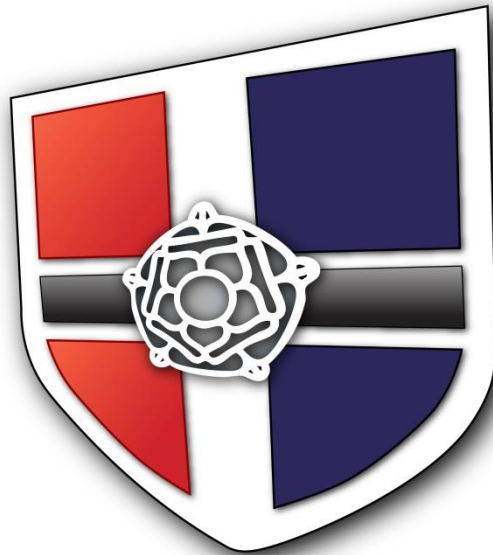


Sponne School



**Personal Social Health Education
Policy**

September 2020

	Sponne School Personal Social Health Education	Issue/Revision Date Page	1/2020 Sep 2020 Page 2 of 17
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Personal Social Health Education

Personal Social Health Education is delivered in line with the requirements of the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 and is reflective of the PSHE Associations Programme of Study for PSHE. It also takes account of relevant legislation such as the Equality Act of 2010.

The National Curriculum states that *'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'*. PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding.

From September 2020 **Relationships and Sex Education (RSE) and Health Education** (<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>) **Statutory Guidance** became compulsory in all schools and the humanities department at Sponne has been working towards ensuring full compliance by becoming an 'Early Adopter' school, working with the DFE on this.

The PSHE programme also contributes the requirements for teaching about British Values and SMSC (social, moral, spiritual & cultural issues) as well as supporting the Gatsby Benchmarks for Careers Education and incorporating some aspects of the Citizenship curriculum.

AIMS

The central aims of PSHE in the school are to help the students:

- To develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood.
- To stay safe and healthy, and by building self-esteem, resilience and empathy, to tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils.
- To grow in their spiritual, moral social and cultural development through reflection of themselves and their environment.
- To increase their knowledge of issues which can affect health and well-being.
- To give them the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.
- To increase their understanding of the world around them and how they fit into this.
- To be prepared for life beyond the school environment
- To gain the skills needed to access the knowledge and expertise of others to help them when the need arises.



STAFF

PSHE is part of the Humanities Faculty and led by the specialist teacher Mrs Warner; some lessons are taught by other members of the Humanities Faculty who are given support and training in which to do this.

OVERALL PLAN FOR PSHE

PSHE is taught throughout all Key Stages and students have 1 hour per fortnight of lessons. In KS3 students are taught in tutor groups and in KS4 and 5 they are in mixed ability groups. In Key Stage 3 and 4 the Learning Leader for PSHE organises the tutorial programme in conjunction with the Progress Learning Leaders for the year group to plan a full tutorial programme, including assemblies, which cover elements of the PSHE curriculum and either enhance or compliment the work done in specialist lessons.

The current programme is outlined below; however this is reviewed annually to reflect student needs:

Year Group	Tutorial Sessions	PSHE Lessons
7	Term 1 - How to be successful Term 2 - How to be successful Term 3 - Basic First Aid & Prevention of Infection Term 4 - Careers (Step Up) Term 5 - Respecting Differences (stereotypes) Term 6 - Online Safety (the basics)	Term 1 & 2 - Building healthy relationships, including anti-bullying Term 3 & 4 - Growing up - puberty, personal hygiene & sleep Term 5 & 6 - Anti-smoking project
8	Term 1 - Resilience Booklet/Families Term 2 - BBFC: Choosing what to watch Term 3 - Careers (Step On) Term 4 - Healthy Eating Term 5 - Immunisation and Vaccinations Term 6 - Financial Awareness	Term 1 - Healthy Lifestyles Term 2 & 3 - Careers - Making Choices Term 4 - SVSA Term 5 & 6 - Building better relationships
9	Term 1 - Resilience Booklet/Study Skills Term 2 - Critical Thinking (online safety) Term 3 - Alcohol awareness Term 4 - CPR & Defibrillators Term 5 - Careers (Step Ahead) Term 6 - Dealing with conflict	Term 1 & 2 - Politics Term 3 & 4 - Real Love Rocks Term 5 & 6 - Gangs, guns & knife crime
10	Term 1 - Resilience Booklet/Careers (Step Forward) Term 2 - Metacognition & Revision techniques	4 Rotations: 1. Sexual Health (STI focus) 2. Career Development



	Term 3 - Online Safety (online profiles/keeping data safe) Term 4 - Blood & Organ Donation Term 5 - Health & Safety at work Term 6 - Health & Safety at work	3. Drugs 4. Financial Awareness
11	Term 1 - Resilience Booklet/Careers (Step Forward) Term 2 - Study Skills/Revision techniques/Sleep Term 3 - Parenting Term 4 - Mental Health Awareness Term 5 - Revision Term 6 - XXX	Term 1 - Careers - next steps Term 2 - Alcohol & Mental Health Term 3 - Fertility, Pregnancy & Abortion Term 4 - Sexual Health (self-examination, screening & laws relating to DA issues)

Year	Tutorial/Lesson	Topic	Statutory Guidance Ref.*	Aspect of SMSC Addressed*	British Values
7	Lesson	Building Healthy Relationships	PHMW - 1, 2 RSE – 1, 2, 3	So, M, C	4
7	Lesson	Growing up	PHMW – 1, 6, 8 RSE - 4	So, C	4
7	Lesson	Tobacco	PHMW – 1, 5	So, M, C	2
7	Tutorial	First Aid & Prevention of Infection	PHMW – 3, 6, 7	So, M, S, C	4
7	Tutorial	Careers	PHMW – 1 RSE – 3	So, C	2, 3, 4
7	Tutorial	Respecting Differences	RSE – 2	So, M, S, C	4
7	Tutorial	Online Safety	PHMW – 2 RSE – 3	So, M	2, 3, 4
8	Lesson	Healthy Lifestyles	PHMW – 1, 2, 3, 4, 5, 6 RSE – 3	So, M, C	4
8	Lesson & Tutorial	Careers	PHMW – 1 RSE – 3	So, C	2, 3, 4
8	Lesson	Drugs: SVSA	PHMW – 1, 5	So, M, C	2
8	Lesson	Building Better Relationships	PHMW - 1, 2 RSE – 1, 2, 3, 4	So, M, C	4
8	Tutorial	Families	RSE – 1	So, M, S, C	3, 4
8	Tutorial	BBFC: Choosing what to watch	PHMW – 2 RSE – 3	So, M	2, 3
8	Tutorial	Immunisation & Vaccination	PHMW – 3, 6	So, M, S, C	3, 4
8	Tutorial	Fraud awareness	PHMW – 2	So, M	2, 3



**Sponne School
Personal Social Health Education**

**Issue/Revision
Date
Page**

1/2020
Sep 2020
Page 5 of 17

			RSE - 3		
9	Lesson	Politics	PHMW – 1	So, C	1, 2
9	Lesson	Real Love Rocks	PHMW -1, 2 RSE – 1, 2, 3, 4, 5	So, M, C	2, 4
9	Lesson	Gangs, Guns & Knives	PHMW – 1, 2, 3, 5	So, M, C	2, 4
9	Tutorial	Critical Thinking	PHMW – 2 RSE – 2, 3, 4	So, M, C	2, 4
9	Tutorial	Alcohol Awareness	PHMW – 1, 3, 5, 6 RSE – 4	So, M, S, C	2, 3, 4
9	Tutorial	CPR & Defibrillators	PHMW – 6, 7	So, M, S, C	4
9	Tutorial	Careers	PHMW – 1 RSE – 3	So, C	2, 3, 4
9	Tutorial	Dealing with Conflict	PHMW – 1, 2 RSE – 2, 3, 4	So, M, S, C	2, 3, 4
10	Lesson	Sexual Health	PHMW – 1, 3, 6 RSE – 2, 4, 5	So, M, C	4
10	Lesson	Drugs	PHMW – 3, 5, 6 RSE – 4, 5	So, M, C	2, 3
10	Lesson/Tutorial	Careers	PHMW – 1 RSE – 3	So, C	2, 3, 4
10	Lesson	Financial Awareness	PHMW – 1 RSE – 3	So, M, C	2
10	Tutorial	Online Safety	PHMW – 2 RSE – 3, 4	So, M	2, 3, 4
10	Tutorial	Blood & Organ Donation	PHMW – 3, 6	So, M, S, C	2, 3, 4
10	Tutorial	Health & Safety at work	PHMW – 3, 6 RSE – 4	So	2
11	Lesson/Tutorial	Careers – Post 16 options	PHMW – 1 RSE – 3	So, C	2, 3, 4
11	Lesson	Alcohol & Mental Health	PHMW – 1, 3, 5, 6 RSE – 4	So, M, C	2, 3, 4
11	Lesson	Fertility, Pregnancy & Abortion	PHMW – 1, 3 RSE – 1, 2, 4, 5	So, M, S, C	2, 3, 4
11	Lesson	Sexual Health	PHMW – 1, 3	So, M, C	3, 4



			RSE – 2, 4, 5		
11	Tutorial	Mental Health Awareness	PHMW – 1, 2, 6 RSE – 2, 3, 4	So, M, C	4
11	Tutorial	Parenting	PHMW - 1 RSE – 1, 2, 4, 5	So, M, S, C	2, 3, 4
12	Lesson	Being a Safe Driver		So, M	2, 4
12	Lesson	Healthy Relationships		So, M, C	2, 3, 4
12	Lesson	Terrorism & extremism		So, M, S, C	1, 2, 3, 4
12	Lesson	Careers – Post 18 options		So, C	2, 3, 4
13	Lesson	Financial Awareness		So, M, C	2, 3
13	Lesson	Politics		So, M, C	1, 2, 3, 4
13	Lesson	Driver Safety		So, M	2, 3, 4
13	Lesson	First Aid, Organ & Blood Donation		So, M, S, C	2, 3, 4

*See appendix 1 for details of terminology

ADDITIONAL CURRICULUM EXPERIENCES

There are also a series of additional curriculum experiences which enhance the teaching of PSHE, using visiting speakers to compliment the core curriculum:

Year 7 – Dragon’s Den Day – an employability & enterprise day supported by local employers

Year 8 – The Buzzed Drama – effects/consequences of drug use, including on mental health

Year 8 – ‘Jobs for the Future’ Day – an inspirational event with a range of local employers

Year 9 – Knife/Gangs Presentation

Year 10 – Drugs/Prison Life Presentation

Year 11 – Speed Interviewing of a range of employers within lessons

Year 12 – Writing Workshops for study and career promotion

Year 12 – Sexual Health Presentation by School Nurse team

Year 12 – Barclaycard Fraud Prevention Presentation

Year 12 – University Choices & Finance Presentation

Year 12 – Higher Education Choices Presentation

Year 12 – CV Writing & interview technique support from a range of local employers

Year 12&13 – Driving Safety Presentations

Year 13 – Gap Year Presentation

Year 13 – Talk by Anthony Nolan Trust on blood & organ donation

These may change due to needs of students or opportunities offered to school each year.

LINKS WITH OTHER CURRICULUM SUBJECTS

Many aspects of PSHE link with other curriculum areas; most notably Science, PE and ICT. The links are mapped between the FLLs of these subjects and regular collaboration takes

	Sponne School Personal Social Health Education	Issue/Revision Date Page	1/2020 Sep 2020 Page 7 of 17
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place to ensure consistency and quality of student learning. See Appendix 2 for more information.

TEACHING AND LEARNING STYLES

We believe that PSHE has a major contribution to make to pupils' personal, spiritual, moral, social and cultural development. The important skills we seek to develop include reflection, empathy, communication, reasoning and enquiry, coping strategies and self-esteem. The important attitudes include developing respect, tolerance, sensitivity, open-mindedness and understanding.

The PSHE curriculum has been planned using the '3 P' method to ensure safe and effective lessons – The 3 Ps are Prepare, Protect & Provide:

- ✓ Prepare – this includes teacher training, consideration of what and when to teach units;
- ✓ Protect – this includes creating a safe learning environment for all;
- ✓ Provide – this includes ensuring students are given accurate information about topics being delivered and informing them of support in and outside the school environment.

We will create a safe and supportive learning environment by establishing ground rules with students and regularly reviewing these at the start of a new topic. We will ensure that where students indicate that they may be vulnerable and at risk, they will get appropriate support by following the school's safeguarding/child protection policy and raising concerns via MyConcern.

PSHE at Sponne is designed to be an imaginative subject and this is reflected in our teaching methods that include art, drama, debate and discussion, using films, ICT facilities and visits/visitors. Students are encouraged to be actively involved in lessons and ask questions in an appropriate way. Students are able to ask anonymous questions through a 'question box' and these will be responded to by staff. If a safeguarding question is raised anonymously by a student we will follow safeguarding procedures as outlined in the school's safeguarding policy.

In the department we aim to cater for both lower and higher ability students and often design specific tasks to enable all students to work to the best of their ability. We also aim to give all students the experience of different religions, cultures, races and viewpoints and hold no expectations, bias or prejudice.

HOMEWORK

Homework is set as appropriate, roughly once a term, and is designed to enhance learning either by reinforcing learning from the lesson, or extending it. Some homework may be given in preparation for the next lesson. For example, researching information that will then be used or gathering opinions on the next topic to be dealt with. Homework often also involves students talking to their parents/carers about the current topic being studied in school.

	Sponne School Personal Social Health Education	Issue/Revision Date Page	1/2020 Sep 2020 Page 8 of 17
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DEVELOPMENTS

Some of the current areas identified for development and expressed in the School Development Plan are as follows:

- Training for non-specialist teachers, including cover supervisors, to improve the quality of lessons taught and develop the confidence of teachers especially for sensitive topics.
- Reviewing the PSHE programme & Tutorial sessions to ensure the Statutory Requirements for Relationships and Sex Education (RSE) and Health Education are being met.

ASSESSMENT

Assessment is concerned with making informed judgements about students' progress and students are assessed in a variety of ways. Assessment can be found in the form of projects, creative work, oral work, drama/role play, which may be peer and/or teacher assessed.

Assessment may take place during a lesson or at the end of a topic, and students are always given the opportunity to self-assess their performance and suggest changes or improvements to topics covered.

Assessment in PSHE aims to help the students and staff progress in their learning and understanding. Students are encouraged to develop their thinking and understanding of topics and staff use assessment tasks to help them in this.

REVIEWS

All students receive reviews on their performance in line with the school reporting schedule and are set targets according to the topics being covered and their individual performance in lessons.

MONITORING & EVALUATION

PSHE lessons are monitored as part of the whole school's Teaching & Learning policy of lesson observations. This includes formal lesson observations as well as learning walks by the Faculty Learning Leader for Humanities and members of the SLT. Lessons may also be observed by teachers from other schools in the Tove Learning Trust or by teachers taking part in professional development courses run by the Swan Teaching Alliance.

Each unit is evaluated by teaching staff at the end of each unit and students are given the opportunity to give their input via their 'end of unit' assessments.

The PSHE department is an active member of the PSHE Association, often trialling new Schemes of Learning, and has worked with organisations such as Young Money in developing new materials for schools. Members of the department attend the termly meetings of the Swan Teaching Alliance PSHE cluster group, which also includes all schools from the Tove Learning Trust.

USE OF ICT

	Sponne School Personal Social Health Education	Issue/Revision Date Page	1/2020 Sep 2020 Page 9 of 17
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ICT is an important part of PSHE and lessons often involve the use of netbooks/ICT facilities to research or to use specific websites to enhance learning. Students are often required to use ICT programmes, for example, PowerPoint to produce presentations, Publisher to create posters or leaflets and Excel to create budgets. As the school moves towards using Google Classroom and Google Suite we will adapt our teaching to incorporate them.

SEND INFORMATION

The PSHE department has a lot of contact with the SEN department as we teach all the students in the school therefore we have contact with all the students who are on the special needs register.

Learning Facilitators (LFs) are made welcome in lessons and included in the preparation of tasks where possible. Learning Facilitators are valued by the department for the help given to all students and are free to move about the classes to support all students learning. Dependent on the student the LF is helping it will affect the assistance that they can give to other students in the lesson.

Teachers in the department are able to access the information about the students in their classes with specific needs via Go4Schools and lessons should be planned in accordance with this information using appropriately differentiated materials/techniques to allow all students access to the learning.

RELATED POLICIES

The following policies also influence PSHE at Sponne:

- Safeguarding policy
- Drugs policy
- Sex Education policy
- Equal opportunities
- Special Educational Needs
- Anti-Bullying
- Bereavement

Right to be excused from sex education (commonly referred to as the right to withdraw)

The new Statutory Guidance 2020 states that:

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. There is no right to withdraw from Relationships Education or Health Education.

Should parents/carers wish to request that their child is withdrawn from lessons then they should make an appointment with the Head's PA to discuss this further. The school will grant requests up to, and until, three terms before the child turns 16. After that point, if the child

	Sponne School Personal Social Health Education	Issue/Revision Date Page	1/2020 Sep 2020 Page 10 of 17
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wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

POLICY REVIEW

This policy has been written by the Learning Leader for PSHE in consultation with the Head of Humanities, the Senior Leadership Team and parents/carers and approved by the school's governing body. Parents are able to look at Schemes of Learning and teaching materials during Parent Forum Evenings or by contacting the Learning Leader for PSHE for a meeting: awarner@sponne.org.uk

The PSHE policy is reviewed every two years in accordance with the school's policy review schedule.

Agreed by:	Sponne Local Governing Body	Date: Oct 2020
To be reviewed:	Oct 2022	

	Sponne School Personal Social Health Education	Issue/Revision Date Page	1/2020 Sep 2020 Page 11 of 17
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Appendix 1

Statutory Guidance

Physical Health & Mental Wellbeing (PHMW):

- Topic 1 – Mental wellbeing
- Topic 2 – Internet safety & harms
- Topic 3 – Physical Health & Wellbeing
- Topic 4 – Healthy Eating
- Topic 5 – Drugs, alcohol & tobacco
- Topic 6 – Health & prevention
- Topic 7 – Basic first Aid
- Topic 8 – Changing adolescent body

Relationships and sex education (RSE):

- Topic 1 – Families
- Topic 2 - Respectful relationships, including friendships
- Topic 3 - Online and media
- Topic 4 - Being Safe
- Topic 5 - Intimate and sexual relationships, including sexual health

SMSC

- So = Social
- M = Moral
- S = Spiritual
- C = Cultural

British Values

- 1 - Teaching about Democracy
- 2 - Teaching about the rule of Law
- 3 - Teaching about Individual Liberty
- 4 - Teaching about Mutual Respect & Tolerance



Appendix 2

New Statutory Guidance for PSHE – Links to PE

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none">• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. <p>Discrete discussion throughout PE regarding benefits of PE. Sports leaders have more about their role in the community</p>
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none">• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. <p>All covered in GCSE PE and discussed in KS3 HRF not overtly included in SOL</p>
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none">• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. <p>Performance enhancing dugs covered in GCSE PE</p>
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none">• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. <p>In all lessons through the encouragement of students to change clothing such as socks, etc.</p>



New Statutory Guidance for PSHE – Links to ICT

Online and media	<p>Pupils should know</p> <ul style="list-style-type: none">• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.• not to provide material to others that they would not want shared further and not to share personal material which is sent to them <p>In KS3 lessons through the Ingot TLM in IT User Skills, via exploring the AUP</p> <ul style="list-style-type: none">• how information and data is generated, collected, shared and used online. <p>In KS4 lessons Cambridge Nationals (Option ICT 9-11)</p>
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New Statutory Guidance for PSHE – Links to Science

<p>Intimate and sexual relationships, including sexual health</p>	<p>Pupils should know:</p> <ul style="list-style-type: none">• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing• the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause• the facts about the full range of contraceptive choices, efficacy and options available• the facts around pregnancy including miscarriage• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)• how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment• how the use of alcohol and drugs can lead to risky sexual behaviour <p>KS3 Biology Reproduction</p> <ul style="list-style-type: none">• reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta <p>Health</p> <ul style="list-style-type: none">• the effects of recreational drugs (including substance misuse) on behaviour, health and life processes <p>KS4 Biology Health, disease and the development of medicines</p> <ul style="list-style-type: none">• the relationship between health and disease• communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)• non-communicable diseases• bacteria, viruses and fungi as pathogens in animals and plants
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	<ul style="list-style-type: none">• body defences against pathogens and the role of the immune system against disease• reducing and preventing the spread of infectious diseases in animals and plants• the process of discovery and development of new medicines• the impact of lifestyle factors on the incidence of non-communicable diseases. <p>Coordination and control</p> <ul style="list-style-type: none">• principles of hormonal coordination and control in humans• hormones in human reproduction, hormonal and non-hormonal methods of contraception
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Physical health and fitness	<p>Pupils should know:</p> <ul style="list-style-type: none">• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health• about the science relating to blood, organ and stem cell donation <p>KS3 Biology Nutrition and digestion</p> <ul style="list-style-type: none">• calculations of energy requirements in a healthy daily diet• the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases <p>KS4 Biology Health, disease and the development of medicines</p> <ul style="list-style-type: none">• the relationship between health and disease• non-communicable diseases• bacteria, viruses and fungi as pathogens in animals and plants• body defences against pathogens and the role of the immune system against disease• reducing and preventing the spread of infectious diseases in animals and plants• the process of discovery and development of new medicines• the impact of lifestyle factors on the incidence of non-communicable diseases
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Healthy eating	<p>Pupils should know:</p> <ul style="list-style-type: none">• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer <p>KS3 Biology</p>
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	<p>Nutrition and digestion</p> <ul style="list-style-type: none">• content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed• calculations of energy requirements in a healthy daily diet• the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases• the tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food (enzymes simply as biological catalysts)
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<p>Drugs, alcohol and tobacco</p>	<p>Pupils should know:</p> <ul style="list-style-type: none">• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions• the law relating to the supply and possession of illegal substances• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood• the physical and psychological consequences of addiction, including alcohol dependency• awareness of the dangers of drugs which are prescribed but still present serious health risks• the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so <p>Key Stage 3 Biology Health</p> <ul style="list-style-type: none">• the effects of recreational drugs (including substance misuse) on behaviour, health and life processes
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<p>Health and prevention</p>	<p>Pupils should know:</p> <ul style="list-style-type: none">• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist• (late secondary) the benefits of regular self-examination and screening• the facts and science relating to immunisation and vaccination• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn
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	<p>KS3 Biology Nutrition and digestion</p> <ul style="list-style-type: none">• content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed• the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases <p>KS4 Biology Health, disease and the development of medicines</p> <ul style="list-style-type: none">• the relationship between health and disease• communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)• non-communicable diseases• bacteria, viruses and fungi as pathogens in animals and plants• body defences against pathogens and the role of the immune system against disease• reducing and preventing the spread of infectious diseases in animals and plants• the process of discovery and development of new medicines• the impact of lifestyle factors on the incidence of non-communicable diseases.
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Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none">• key facts about puberty, the changing adolescent body and menstrual wellbeing• the main changes which take place in males and females, and the implications for emotional and physical health <p>KS3 Biology Reproduction</p> <ul style="list-style-type: none">• reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta
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