



Cranham

Church of England (VA)

Primary School

www.cranham.school

Relationships, sex and health education Policy

Title:	RSHE Policy
Status:	Approved
Date:	February 2020
Adopted on:	May 2020
Chair of Governing Body:	Mr Edward Buxton
Executive Headteacher:	Mrs Rebecca Slater
Responsible Governor:	Mr Edward Buxton
Responsible Staff Member:	Mrs Rebecca Slater
Review Date:	February 2022

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*SOWING THE SEEDS OF LEARNING, THROUGH
COURAGE, COMPASSION AND COMMUNITY.*

CONTEXT

Our children learn about relationships and sex from the very youngest age, even if we don't talk directly with them about it. A child's learning about relationships and sex will primarily come from their parents or carers, and schools should always work in partnership with home. Parents and carers need to know that the school's RSHE programme will complement their role and support them in the education of their child in this important area.

The school will ensure that parents' and carers' views are heard and that taught RSHE is culturally appropriate and inclusive of all our children.

With this in mind, the school has consulted the pupils on what they feel they need to know more about and what they already know about in order to help us re design the RSHE curriculum with them at the for front. Additionally, we have consulted parents through a curriculum evening, sharing with them the draft RSHE policy and where we hope to take the next curriculum.

As a Church of England school RSHE will be consistent with the school's Christian ethos and values:

- RSHE should emphasise respect, compassion, loving care and forgiveness.
- RSHE should be taught in the light of belief in the absolute worth of all people and the unconditional infinite love of God.
- RSHE should be sensitive to the circumstances of all children and be mindful of the variety of expression of family life in our culture.
- RSHE should be taught in the context of eliminating discrimination against any individual in our society.

RATIONALE

What is RSHE and what is its aim?

The aim of Relationships, Sex and Health Education is to promote pupils' spiritual, moral, social and cultural development and to prepare all pupils for the opportunities , responsibilities and experiences of life.

What are the elements of RSHE?

There are 9 overarching elements to RSHE which work to develop the pupils' knowledge and understanding, attitudes and values and personal and social skills. The 9 elements that will be covered are:

- Healthy Relationships
- Money
- Rights and Responsibilities
- Healthy Lifestyles
- Keeping Safe
- Media Influence
- Hurtful Behaviour and Anti-bullying
- Valuing Difference
- Growing and Changing

What is our school's approach to RSHE?

At Cranham C of E Primary School the RSHE curriculum is taught through a planned PSHE programme, which has been re developed to focus on the areas the children feel they need to know more about following a pupil voice. This is in line with the National Curriculum including the science programme of study and with the support of some external agencies.

EQUAL OPPORTUNITIES

What is the school's approach to equal opportunities?

The school strongly believes that all pupils should have access to RSHE that is relevant to their needs.

When teaching about 'Growing and changing' in KS2 children are split into gender groups and this is taught by a familiar adult in order to enable to children to have the opportunities to ask more personal or gender specific questions should they wish to.

Teaching and resources will be differentiated as appropriate to address the needs of all children in order for them to have full access to the content of Relationships and Sex Education.

THE TEACHING OF RSHE

The RSHE Curriculum

By the end of KS1 children will have learn about:

- Responsibility
- Growing Up
- People who help us
- Keeping ourselves clean
- Changes and Life Cycles
- Changes– The Human Life Cycle
- Being Unique
- Personal Hygiene
- The 'PANTS' Rule

During the teaching of PHSE and RSHE the children in KS1 with be taught in their normal class groups by the class teacher.

By the end of KS2 children will have learnt about:

- Similarities and Differences – Body parts
- Where do babies come from?
- Changes– Physical, Becoming Independent, Responsibilities, Emotional
- Similarities and Differences – Reproductive Organs
- Type of Love
- Personal Hygiene – Hand Washing, Infection, Anti-biotics, Keeping Clean
- Genetic Inheritance
- Life Cycle (including births and new babies)
- Relationships

During the teaching of PHSE and RSHE the children in KS2 by the class teacher as a whole class for many aspects of the PHSE and RSHE Curriculum. Some aspects of the curriculum will see the KS2 children taught by their class teacher of another familiar teacher in the school in single gender groups.

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During all RSHE sessions the ground rules will be discussed at the start of the session these are:



PUPIL QUESTIONS

Staff will try to answer questions raised by the children. Question boxes will be available for children to ask questions anonymously, these will be accessible at any time. At the end of each session there will be a question and answer sessions, open to all pupils.

Teachers will endeavour to answer questions as honestly as possible but questions they do not feel comfortable answering within the classroom or ones which are not age appropriate and beyond the Key Stage 2 objectives, will not be answered or explored.

CONFIDENTIALITY

Dealing with disclosures

If a disclosure is made staff will follow the school's safeguarding policy. A member of staff cannot promise confidentiality if a concern exists.

MONITORING AND REVIEWING

Monitoring

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Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for PSHE, who is Miss Meadows. The effectiveness of the RSHE programme will be evaluated by assessing children's learning and implementing change if required.

When reviewing the policy pupil voices will be carried out and consultations will be held with parents.

This policy document will be available to parents via our website or via requesting a paper copy from the school office

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Appendix 1 – PSHE Overview:

A copy of this for you to view can be found on the school website.

Year A	Autumn Term Value: Compassion PSHE focus: Relationships	Spring Term Value: Community PSHE focus: Living in the Wider World	Summer Term Value: Courage PSHE focus: Health and Well being
Rec 1/2	<p>Topic:</p> <p>Families and Close relationships R6: about how people make friends and what makes a good friendship.</p> <p>Friendships R7: about how to recognise when they or someone else feels lonely and what to do. R8: simple strategies to resolve arguments between friends positively R9: how to ask for help if a friendship is making them feel unhappy.</p> <p>Safe Relationships R17: about knowing there are situations when they should ask for permission <u>and also</u> when their permission should be sought. R18: about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually). R19: basic techniques for resisting pressure to do something they don't want to <u>do</u> and which may make them feel unsafe. R20: what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.</p> <p>Respecting themselves and others R21: about what is kind and unkind behaviour and how this can affect others. R22: about how to treat themselves and others with respect; how to be polite and courteous. R23: to recognise the ways in which they are the same and different to others.</p>	<p>Topic:</p> <p>Shared Responsibilities L1: about what rules are, why they are needed, and why different rules are needed for different situations. L2: how people and other living things have different needs; about the responsibilities of caring for them. L3: about things they can do to help look after their environment. Communities L4: about the different groups they belong to. L5: about the different roles and responsibilities people have in their community. L6: to recognise the ways they are the same as, and different, to other people.</p>	<p>Topic:</p> <p>Healthy Lifestyles H1: about what keeping healthy means; different ways to keep healthy. H2: about foods that support good health and the risks of eating too much sugar. H3: about how physical activity help us to stay healthy; and ways to be physically active <u>everyday</u>. H4: about why sleep is important and different ways to rest and relax. H5: simple hygiene routines that can stop germs from spreading. H6: that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy. H7: about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health. H8: how to keep safe in the sun and protect the skin from sun damage. H9: about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV. H10: about the people who help us to stay physically healthy.</p> <p>Mental Health H18: different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good. H19: to recognise when they need help with feeling; that it is important to ask for help with feelings; and how to ask for it.</p>
	<p>R24: how to listen to other people and play and work cooperatively. R25: how to talk about and share their opinions on things that matter to them.</p>		<p>H20: about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.</p> <p>Ourselves – Growing and Changing H25: to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) H26: about growing and changing from young to old and how people's needs change H27: about preparing to move to a new class / year.</p>
Year 3/4	<p>Topic:</p> <p>Friendships R10: about the importance of friendships; strategies for building positive friendships; how positive friendships supports wellbeing. R11: what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships. R12: to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face. R13: the importance of seeking support if feeling lonely or excluded. R14: that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them. R15: strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.</p> <p>Safe Relationships</p>	<p>Topic:</p> <p>Shared Responsibilities L1: to recognise reasons for rules and laws; consequences of not adhering to rules and laws. L2: to recognise there are human rights, that are there to protect everyone. L3: about the relationships between rights and responsibilities. L4: the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. L5: ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling, food choices) Communities L6: about the different groups that make up their community; what living in a community means. L7: to value the different contributions that people and groups make to the community.</p>	<p>Topic:</p> <p>Healthy Lifestyles H4: how to recognise that habits can have both positive and negative effect on a healthy lifestyle. H5: about what good physical health means; how to recognise early signs of physical illness. H6: about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>Mental Health H17: to recognise that feelings can change over time and range in intensity. H18: about everyday things that can affect feelings and the importance of expressing feelings. H19: a varied vocabulary to use when talking about feelings; how to express feelings in different ways.</p> <p>Ourselves – Growing and Changing H25: about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H26: that for some people gender identity does not correspond with their biological sex. H27: to recognise their individuality and personal qualities.</p>

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	<p>R22: about privacy and personal boundaries; what is appropriate in friendship and wider relationships (including online).</p> <p>R23: about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</p>		<p>H28: to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</p> <p>H29: about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</p> <p>Keeping Safe</p> <p>H41: strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.</p> <p>H42: about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.</p> <p>H43: about what is meant by first aid; basic techniques for dealing with common injuries.</p> <p>H44: how to respond and react in <u>an emergency situation</u>; how to identify situations that may require the emergency services; know how to contact them and what to say.</p>
Year 5/6	<p>Topic:</p> <p>Families and Close relationships</p> <p>R1: to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2: that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.</p> <p>R3: about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.</p>	<p>Topic:</p> <p>Media Literacy / Digital Resilience</p> <p>L11: recognise ways in which the internet and social media can be used both positively and negatively.</p> <p>L12: how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.</p> <p>L13: about some of the different ways information and data is shared and used online, including for commercial purposes.</p> <p>Economic Well-being: Money</p> <p>L17: about the different ways to pay for things and the choices people have about this.</p>	<p>Topic:</p> <p>Healthy Lifestyles</p> <p>H1: how to make informed decisions about health.</p> <p>H2: about the elements of a balanced, healthy lifestyle.</p> <p>H3: about choices that support a healthy <u>lifestyle</u>, and recognise what might influence these.</p> <p>Mental Health</p> <p>H22: to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.</p>
	<p>R4: that forcing anyone to marry against their will is a crime; that <u>help</u> and support is available to people who are worried about this for themselves or others.</p> <p>Respecting themselves and others</p> <p>R32: about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</p> <p>R33: to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own.</p> <p>R34: how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</p>	<p>L18: to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>Economic Well-being: Aspirations, work & career</p> <p>L30: about some of the skills that will help them in their future careers e.g. teamwork communication and negotiation.</p> <p>L31: to identify the kind of job that they might like to do when they are older.</p> <p>L32: to recognise a variety of route into careers e.g. college, apprenticeship, university</p>	<p>H23: about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.</p> <p>H24: problem-solving strategies for dealing with emotion, challenge and change, including the transition to new schools.</p> <p>Ourselves – Growing and Changing</p> <p>H33: about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.</p> <p>H34: about where to get more information, help and advice about growing and changing, especially about puberty.</p> <p>H35: about the new opportunities and responsibilities that increasing independence may bring.</p> <p>H36: strategies to manage transitions between classes and key stages.</p> <p>Drugs, Alcohol and Tobacco</p> <p>H46: about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.</p> <p>H47: to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</p> <p>H48: about why people choose to use or not use drugs (including nicotine, alcohol and medicines).</p> <p>H49: about the mixed messages in the media about drugs, including alcohol and smoking/vaping.</p> <p>H50: about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.</p>

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Year B	Autumn Term Value: Compassion PSHE focus: Relationships	Spring Term Value: Community PSHE focus: Living in the Wider World	Summer Term Value: Courage PSHE focus: Health and well being
Rec 1/2	<p>Topic: <u>Families and Close relationships</u> R1: about the roles different people (e.g. acquaintances, friends and relatives) play in our lives. R2: to identify the people who love and care for them and what they do to help them feel cared for. R3: about different types of families including those that may be different to their own. R4: to identify common features of family life. R5: that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried. <u>Managing hurtful behaviour</u> R10: that bodies and feelings can be hurt by words and actions; that people can say hurtful things online. R11: about how people may feel if they experience hurtful behaviour or bullying. R12: that hurtful behaviour (offline and online) including teasing, name-calling bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.</p>	<p>Topic: <u>Communities</u> L7: about how the internet and digital services can be used safely to find things out and communicate with others L8: about the role of the internet in everyday life. L9: that not all information seen online is true. L10: what money is; forms that money comes in; that money comes from different sources. <u>Media Literacy / Digital Resilience</u> L11: that people make different choices about how to save and spend money. L12: about the difference between needs and wants; that sometimes people may not always be able to have the things they want. L13: that money needs to be looked after; different ways of doing this. L14: that everyone has different strengths. L15: that jobs help people to earn money to pay for things. L16: different jobs that people they know or people who work in the community do. <u>Economic Well-being: Money</u> L17: about some of the strengths and interests someone might need to do different jobs.</p>	<p>Topic: <u>Mental Health</u> H11: about different feelings that humans can experience. H12: how to recognise and name different feelings. H13: how feelings can affect people's bodies and how they behave. H14: how to recognise what others might be feeling. H15: to recognise that not everyone feels the same at the same <u>time</u>, or feels the same about the same things. H16: about ways of sharing feelings; a range of words to describe feelings. H17: about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) <u>Ourselves – Growing and Changing</u> H21: to recognise what makes them special. H22: to recognise the way in which we are all unique. H23: to identify what they are good at, what they like and dislike. H24: how to manage when finding things difficult.</p>
	<p><u>Safe Relationships</u> R13: to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private. R14: that sometimes people may behave differently online, including by pretending to be someone they are not. R15: how to respond safely to adults they don't know. R16: about how to respond if physical contact makes them feel uncomfortable or unsafe.</p>		<p><u>Keeping Safe</u> H28: about rules and age restrictions that keep us safe. H29: to recognise risk in simple everyday situations and what action can be taken to reduce harm. H30: about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31: that household products (including medicines) can be harmful if not used correctly H32: ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely. H33: about the people whose job it is to help us keep safe. H34: basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them. H35: about what to do if there is an accident and someone is hurt. H36: how to get help in an emergency (how to dial 999 and what to say)</p>
Year 3/4	<p>Topic: <u>Friendships</u> R16: how friendships can change over time, about making new friends and the benefits of having different types of friends. R17: that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely. R18: to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</p>	<p>Topic: <u>Economic Well-being: Money</u> L20: to recognise that people make spending decisions based on priorities, needs and wants. L21: different ways to keep track of money. L22: about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.</p>	<p>Topic: <u>Healthy Lifestyles</u> H11: how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices and dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effect of smoking) H12: about the benefits of an exposure and risks of overexposure; how to keep safe from sun damage</p>

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<p>Friendships R19: about the impact of bullying, including offline and online, and the consequences of hurtful behaviour. R20: strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concern and get support. R21: about discrimination: what it means and how to challenge it.</p> <p>Safe Relationships R28: how to recognise pressure from others to do something unsafe or something that makes them feel uncomfortable and strategies for managing this. R29: where to get advice and report concerns if worried about their own or someone else's safety (including online)</p> <p>Respecting themselves and others R30: that personal behaviour can affect other people; to recognise and model respectful behaviour online. R31: to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.</p>	<p>Economic Well-being: Aspirations, work & career L25: to recognise positive things about themselves and their achievements, set goals to help achieve personal outcomes. L26: that there is a broad range of different jobs/careers, that people can have; that people often have more than one career/type of job during their life. L27: about stereotypes in the workplace and that a person's career aspirations should not be limited by them.</p>	<p>and sun/heat stroke and reduce the risk of skin cancer. H13: about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online. H14: how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.</p> <p>Mental Health H20: strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. H21: to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</p> <p>Keeping Safe H37: reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming. H38: how to predict, assess and manage risk in different situations. H39: about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe. H40: about the importance of taking medicines correctly and using household products safely (e.g. following instructions safely)</p>
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Year	Topic:	Topic:	Topic:
5/6	<p>Families and Close relationships R5: that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart. R6: that a feature of positive family life is caring relationships; about the different ways in which people care for another R7: to recognise and respect that there are different types of family structure (including single parents, same-sex parents, <u>step-parents</u>, blended families, foster parents); that families of all types can give family members love, security and stability. R8: to recognise other characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty. R9: how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</p>	<p>Communities: L8: about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities. L9: about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes. L10: about prejudice; how to recognise behaviours/ actions which discriminate against others.</p> <p>Media Literacy / Digital Resilience L14: about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information. L15: recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images. L16: about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of source and identify misinformation.</p> <p>Economic Well-being: Money L23: about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations. L24: to identify the ways that money can impact on people's feelings and emotions.</p> <p>Economic Well-being: Aspirations, work & career L28: about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring certain jobs)</p>	<p>Healthy Lifestyles H7: how regular (daily/weekly) exercise benefits mental and physical health (e.g. waking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle. H8: about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn. H9: that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it. H10: how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.</p> <p>Mental Health H15: that mental health, just like physical health is part of daily life; the importance of taking care of mental health. H16: about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</p> <p>Ourselfs – Growing and Changing H33: about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for. H34: about where to get more information, help and advice, especially about puberty.</p>