ADAPT THIS FOR YOUR OWN PRESENTATION

Training module

Teaching about **Health and prevention**

Part of: Physical health and mental wellbeing

[YOUR NAME, YOUR SCHOOL]

Primary

Secondary

DATE TBC

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About this training module

Subject leads can use the adaptable slides and **‘Activities and templates for trainers’** section at the end of this module to help shape training sessions for teachers.

This non-statutory training module supplements the statutory guidance on teaching about **Health and prevention**, which schools should read in full.

Schools can choose whether and how to follow or adapt this training module and should refer to the Early Career Framework for pedagogical guidance.

What you get out of today

By the end of this training you should:

- know what is included in the statutory guidance
- know some key knowledge and facts to cover as part of this topic
- have strategies to deal with questions that come up in class
- feel more confident teaching about **health and prevention**

Teaching the new curriculum

Related topics

Health and prevention is closely related to the science programmes of study as well as to the modules:

- physical health and fitness
- healthy eating
- mental wellbeing

Therefore you should:

- **consider thematic links** across key topics and the whole school when planning and delivering lessons
- find ways to **link knowledge and vocabulary** across topics

Health and prevention support at [school name]

Our leads

[Names, contact details of school nurse or equivalent]

Our policies

[Add details - e.g. relevant school health policies]

Specialist support

[Add details - e.g. providers school already works with]

Other information

[Add resources]

Teaching about health and prevention at [school name]

Ways in which we already teach about health and prevention at our school:

- [Add details]
- [Add details]
- [Add details]

Primary and secondary teaching

Some slides in this training have a **Primary** or **Secondary** label to indicate that the material is usually first introduced in that phase.

STATUTORY GUIDANCE
Schools have flexibility to design and plan age-appropriate subject content. (p31)

Using your knowledge of your pupils and school community you can:

- introduce secondary content in primary with pupils who need it and are ready
- teach the primary content in early secondary lessons to pupils who need to build knowledge before secondary content is taught

Pupils with SEND

You will need to **plan lessons to allow all pupils to access and practise the core knowledge**, using your expertise as you normally would.

You might want to link lesson outcomes with statutory ‘preparing for adulthood’ outcomes for those with an education, health and care (EHC) plan. (See SEND code of practice, section 8.)

STATUTORY GUIDANCE
In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law. (p15)

Medical content

The references to medical content within this module are intended as a teaching resource and are not an exhaustive list.

Teachers are not expected to give medical advice or to be able to answer complex questions about medical conditions. If pupils have specific medical questions they should be directed to a medical practitioner.

Safeguarding

Safeguarding

Pupils may be affected by issues discussed in lessons.

Let your designated safeguarding lead or deputy and any other relevant staff, such as pastoral leads, know what you are teaching. This will enable them to identify and speak to relevant pupils, especially those who they know may have been directly impacted by issues covered in the lessons and those with adverse childhood experiences.

Teachers may need to deal with disclosures or concerns (e.g. of abuse or offending behaviour) in a way that safeguards pupils in line with school policies, especially the child protection policy.

Trusted adults

Within this module we have used the term **trusted adult**.

A trusted adult will generally be someone who children feel comfortable to turn to for help. Obvious examples include family members, teachers and doctors.

It will be important when teaching this topic, and any other relevant topics, that teachers explore this concept. Pupils should be comfortable and capable of identifying who their trusted adults could be both within their families and wider circles.

Ground rules

Create class ground rules

Clear class ground rules can help when teaching about sensitive topics. They also support confidentiality and safeguarding of pupils.

Good practice is for ground rules to be:

- **discussed** and understood by all
- **clear** and practical
- **modelled** by the teacher
- **followed** consistently and enforced
- **updated** when needed
- **visible** in lessons (for example, posters)

Example ground rules

Respect privacy. We can discuss examples but do not use names or descriptions that identify anyone, including ourselves.

Listen to others. It is okay to disagree with each other, but we should listen properly before making assumptions or deciding how to respond. When disagreeing, challenge the statement not the person.

No judgement. We can explore beliefs and misunderstandings about a topic without fear of being judged.

Choose level of participation. Everyone has the right to choose not to answer a question or join discussion. We never put anyone ‘on the spot’ (no personal questions or pressure to answer).

Primary curriculum

Signs of physical illness

Common signs of illness (1)

Teach pupils that the majority of us are healthy most of the time. When we do get ill our bodies usually get better on their own, or with the help of medicine.

The following are usually symptoms of a mild illness:

- **skin rash** (change in the colour or texture of the skin, such as red, scaly, bumpy or itchy skin)
- **continuous cough** and/or **sore throat**
- **headache**
- **sticky eyes** (conjunctivitis)
- **sore ears** or excess wax
- **vomiting**

STATUTORY GUIDANCE

Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body**.**

Primary

Common signs of illness (2)

- **diarrhoea**
- **high temperature** or fever
- consistent **cold**, running nose
- **pain when passing urine** or needing to urinate more often

Teach pupils that they should speak to a trusted adult if they have any of these symptoms, or any other health worries.

STATUTORY GUIDANCE
Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body**.**

Primary

Signs of more serious illness

Explain that sometimes, and much more rarely, we can have other symptoms which should be investigated by a doctor. For example:

- **severe pain** anywhere in the body, explained (e.g. from a fall) or otherwise
- loss of **appetite**
- an unexplained **loss of weight**
- **hair loss**

Reiterate that there are many different common and often harmless causes for symptoms like these, and that it is better to speak to a doctor as a precaution.

STATUTORY GUIDANCE
Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body**.**

Primary

Sun safety

Sunlight and vitamin D

Teach that people's skin needs exposure to ultraviolet (UV) radiation in sunlight to produce **vitamin D**.

Vitamin D helps the body absorb **calcium and phosphate** from our diet. These minerals are important for **healthy bones, teeth** and **muscles**.

Explain that there is an **important balance** between getting enough sunlight to produce vitamin D and the risk of too much time in the sun and exposure to UV radiation which can be harmful.

STATUTORY GUIDANCE
Know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

Primary

Unsafe exposure to the sun

STATUTORY GUIDANCE
Know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

The risks of too much exposure to the sun include:

- dehydration, when the body does not have as much water as it needs
- heat exhaustion, when the body overheats
- heatstroke, which is a severe form of heat exhaustion and a medical emergency
- sunburn, which is red, hot and painful skin caused by too much exposure to the sun - mild sunburn can be treated at home with an after sun cream or spray and usually gets better within 7 days
- severe sunburn, when the skin is blistered and swollen - this requires urgent medical attention

Primary

UV radiation and our skin

Teach that too much UV radiation exposure can damage skin (and eyes). UV levels vary. The higher they are the greater the **potential for damage**, and the less time it takes for damage to occur.

Explain that chilly days can have high UV levels. However, greatest care is generally needed:

- **in spring** when the weather gets warmer and skin is suddenly exposed to UV following a winter period
- **going on holiday** to very sunny climates where skin is exposed to much higher levels of UV

Regularly spending time outdoors on milder days can help skin gradually build up a level of protection.

STATUTORY GUIDANCE
Know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

Primary

Reducing the risks of the sun

Explain that we can reduce risk on sunny days if we:

- wear and regularly reapply sunscreen with an **SPF* of 30 or higher** on all exposed areas of the body
- **wear a hat** (ideally which covers the back of the neck and shades the face), **cover shoulders**
- **spend time in the shade** when the sun is strongest (11am to 3pm, March to October in the UK)
- **wear sunglasses** and do not look directly at sun
- **stay hydrated** by drinking plenty of water

*Explain that the **sun protection factor (SPF)** indicates how long sunscreen should protect against some of the sun's UV radiation.

STATUTORY GUIDANCE
Know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

Primary

Skin cancer

Teach that sun damage can increase the risk of skin cancer, a malignant tumour that grows in skin cells. Skin cancer is not common in children, but children can be affected by it.

Risk can be increased by:

- **exposure to the sun over a number of years** (cancers usually occur in the areas of skin exposed to the sun)
- **high levels of exposure** to the sun (i.e. no protection), especially if the skin has received little exposure to the sun
- **several cases of serious sunburn**

STATUTORY GUIDANCE
Know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

Primary


Sleep

Importance of good quality sleep

Explain that sleep is important for many different reasons. For example, sleep:

- **helps our brains consolidate information** (remember and sort what we learn during the day) by strengthening the neural connections that form our memories
- enables the **body to heal and grow** as a growth hormone is produced at its greatest levels during deep sleep
- helps to **regulate emotions** as sleep affects the amygdala and the prefrontal cortex in the brain, both associated with the regulation of emotions

STATUTORY GUIDANCE
Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

Primary

How much sleep

Teach that our bodies need the right amount of sleep which is usually determined by our age:

- 3 to 5 years: typically between 10 and 13 hours
- 6 to 12 years: typically between 9 and 12 hours

Explain that a child getting up for school at 7am in the morning would need to be in bed and asleep by about 8pm the previous night to get this amount of sleep.

STATUTORY GUIDANCE

Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

Primary

How lack of sleep affects health

Explain that a lack of sleep may:

- **make us put on weight**, as sleep affects hormone levels (ghrelin and leptin) in our bodies which control our appetite. Lack of sleep can lead to us eating more and causing us to put on weight.
- **make it harder to learn and remember**, as we find it more difficult to concentrate and remember things when we are tired
- **put us in a bad mood, short tempered and more anxious**, as people who are sleep deprived have increased negative moods, e.g. anger, irritation and sadness

STATUTORY GUIDANCE
Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

Primary

Getting good quality sleep

Good quality sleep can be achieved more easily by:

- having a **routine** of getting up and going to bed at the same time (including weekends)
- **going to bed** in time to get enough sleep
- having **regular exercise** to make the body tired
- **going outside** during the day, as daylight makes us feel alert during the day and tired at night
- limiting **screen time** in the evening
- turning off **devices** at least two hours before bed

STATUTORY GUIDANCE
Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

Primary

Dental health

Importance of good dental health

Teach that children have **primary (baby) teeth** which are replaced by **permanent (adult)** teeth. It is important to look after both sets of teeth equally.

Explain that healthy adult teeth can last us a lifetime if they are looked after properly.

If our **teeth** and **gums** are not looked after properly, we can develop diseases such as tooth decay and gum disease.

STATUTORY GUIDANCE
Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

Primary

Good dental hygiene (1)

Teach that good dental hygiene involves:

- **brushing twice a day** (once before bed) for 2 minutes
- **removing any plaque** by brushing teeth gently even if the gums bleed
- using **fluoride toothpaste**, as fluoride strengthens the enamel to prevent tooth decay
- **spitting and not rinsing** after brushing, as fluoride helps protect teeth even after brushing

STATUTORY GUIDANCE
Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

Primary

Good dental hygiene (2)

- **flossing or interdental cleaning** to remove plaque between the teeth where the brush cannot reach (usually not necessary for primary school children and a dentist can advise whether it is required)

Some food and drinks are very high in sugar which can affect the health of our teeth. Good dental hygiene must be **combined** with a **limited intake of sugary food and drink** as even the best dental hygiene cannot totally counter the bad effects of too much sugar.

STATUTORY GUIDANCE
Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

Primary

Benefits of dental checks

Explain that having regular check ups with a dentist can prevent problems building up.

Regular check-ups means that dentists can:

- spot any **signs of tooth decay**
- help **repair teeth** if there are any holes in them
- advise on ways to improve **toothbrushing**
- advise on how to **reduce sugar** consumption
- check that **primary (baby)** teeth are falling out when they should
- check that **permanent teeth** are growing and in good condition

STATUTORY GUIDANCE
Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

Primary

Personal hygiene

Personal hygiene (1)

Teach the importance of good personal hygiene.

Explain that **good hygiene** can help to prevent:

- **illness**, such as infections
- spreading **germs**
- **skin problems**

Good hygiene is also important for **social reasons**, e.g. to prevent body odour.

STATUTORY GUIDANCE
Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

Primary

Personal hygiene (2)

Explain that good hygiene can be maintained by:

- washing the **face** daily
- regularly **bathing or showering** our body and hair
- **cleaning ourselves** and **washing our hands** after we use the toilet
- **trimming fingernails** and **toenails** to avoid trapping germs under them

STATUTORY GUIDANCE

Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

Primary

Germs and infections (1)

Explain that germs are types of microbes (tiny living organisms) which can cause disease. They are so small they can only be seen through a microscope. **Viruses**, **bacteria** and **fungi** are all types of microbe.

Explain that an **infection** is when germs get inside or on the surface of our bodies and start to multiply (grow) causing us harm.

Infections can be:

- viral
- bacterial
- fungal

STATUTORY GUIDANCE

Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

Primary

Germs and infections (2)

Viral infections are infections by a virus. Viruses are usually harmful to humans.

Viruses cannot survive by themselves and need a ‘host’ cell in order to survive and reproduce. Once inside the cell, they multiply and destroy the cell in the process.

Viral infections include:

- the common cold
- flu virus
- stomach bugs which cause diarrhoea (e.g. rotavirus)

STATUTORY GUIDANCE
Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

Primary

Germs and infections (3)

Bacterial infections, are infections by bacteria.

Bacteria can be found everywhere, and can be harmful, such as when they cause food poisoning or infection, or beneficial to the body and improve health.

Harmful bacteria include:

- Clostridium difficile, which can cause diarrhoea
- Staphylococcus aureus, which can cause skin infections, pneumonia and other serious infections

STATUTORY GUIDANCE
Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

Primary

Germs and infections (4)

Fungal infections, are infections by fungi. Fungi are multicellular organisms. Fungi get their food by either decomposing dead organic matter or by living as parasites on a host. Fungi occur naturally on the body.

An infection occurs when fungi take over an area of the body and overwhelm the immune system.

Fungi which can cause infections include Trichophyton, which can cause athlete's foot and ringworm.

STATUTORY GUIDANCE
Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

Primary

How germs spread

Explain that people can become infected with harmful germs by:

- **breathing** them in through the air (e.g. when someone else has coughed or sneezed)
- **touch** (e.g. from one person to another)
- drinking or washing in **dirty water**
- rotten or **contaminated food** that bacteria or fungi have grown on
- contact with **animals or their faeces**
- hands that are not washed after going to the **toilet**
- **sharing** other people's forks, knifes or cups

STATUTORY GUIDANCE
Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

Primary

Handwashing (1)

Explain that the hands naturally secrete oil which helps to keep the skin moist and stop it getting too dry.

This oil is a good environment for microbes to grow and multiply and helps them ‘stick’ to our skin.

Washing our hands with soap and warm water removes this oil and the germs with it.

STATUTORY GUIDANCE

Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

Primary

Handwashing (2)

Teach that the spread of germs can be reduced when hands are washed:

- before, during and after preparing food
- after using the toilet
- after exposure to animals or animal waste
- after coughing, sneezing or blowing the nose
- if they have been ill or have been around ill people

Explain that if hands cannot be washed with soap and water, then using an alcoholic handwash (60% alcohol) can help protect from viruses and bacteria.

STATUTORY GUIDANCE

Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

Primary

Sneezing and coughing

Explain that the most common way of spreading infection is through coughing and sneezing.

To avoid spreading infection, teach that:

- covering the mouth and nose with a tissue when coughing or sneezing is important
- throwing used tissues in the bin
- washing hands with soap and water

Where people cannot cough or sneeze into a tissue, they can cough or sneeze into the inside of their elbow.

STATUTORY GUIDANCE

Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

Primary

How infection is treated

Teach that most harmful germs are stopped from entering or proliferating (growing) within the body by the **immune system**.

Sometimes our immune system needs help to fight off germs and we need to take medicines such as:

- antibiotics
- antivirals
- antifungals

More details on pharmaceutical interventions are given in the secondary guidance.

STATUTORY GUIDANCE
Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

Primary

Allergies

Allergies

STATUTORY GUIDANCE
Know the facts and science relating to allergies, immunisation and vaccination.

An allergy is a response by the body's immune system to a particular food or substance. Explain that allergies are very common and can develop at any age.

Most allergic reactions are mild (e.g. hay fever) and can be treated with antihistamines (medicines which relieve the symptoms of allergies).

A very small number of people can have a severe reaction which can be fatal.

The most effective way of avoiding an allergic reaction is to avoid the allergen that causes it.

Primary

Non-food allergies

STATUTORY GUIDANCE
Know the facts and science relating to allergies, immunisation and vaccination.

Common non-food allergens which can cause a **mild** allergic reaction include:

- grass and tree pollen (hay fever)
- dust mites
- different animals

Non-food allergens which may sometimes cause a **severe** reaction include:

- insect bites and stings
- medicines (drugs)
- latex

Primary

Food allergies

STATUTORY GUIDANCE
Know the facts and science relating to allergies, immunisation and vaccination.

Explain that there are many food allergens, but the most common are

- **nuts**
- **fruit**
- **shellfish**
- **eggs**
- **cows' milk**

The **only** effective way of preventing an allergic reaction to food is to **avoid** the allergen.

Primary

Common allergic symptoms

STATUTORY GUIDANCE
Know the facts and science relating to allergies, immunisation and vaccination.

Common allergic symptoms may include:

- sneezing and an itchy, runny or blocked nose (allergic rhinitis)
- itchy, red, watering eyes (conjunctivitis)
- wheezing, chest tightness, shortness of breath and a cough
- a raised, itchy, red rash (hives)
- swollen lips, tongue, eyes or face
- stomach ache, feeling sick, vomiting or diarrhoea
- dry, red and cracked skin

Primary

Severe allergic symptoms

STATUTORY GUIDANCE
Know the facts and science relating to allergies, immunisation and vaccination.

In rare cases, an allergy can lead to a severe allergic reaction (known as anaphylactic shock). Signs include any of the common allergy symptoms, as well as:

- swelling of the throat and mouth
- difficulty breathing
- dizziness
- confusion
- blue skin or lips
- collapsing and losing consciousness

Anaphylaxis is a medical emergency. It can be very serious if not treated quickly.

Primary

Other types of food hypersensitivity

Other types of sensitive reactions people may have towards food:

- **food intolerance** is a difficulty in digesting certain foods and having physical reactions to them, such as bloating and stomach pain
- **coeliac disease** is a reaction to certain ingredients such as gluten, a protein found in wheat, rye, and barley. Oats can also sometimes cause a reaction. Symptoms range from mild (e.g. bloating, diarrhoea) to severe (e.g. hair loss and joint/bone pain).

STATUTORY GUIDANCE
Know the facts and science relating to allergies, immunisation and vaccination.

Primary

Immunisation and vaccination

Vaccination

STATUTORY GUIDANCE
Know the facts and science relating to allergies, immunisation and vaccination.

Teach that vaccination protects people against harmful diseases, before they come into contact with them naturally.

Vaccinations use the body's natural defences to strengthen the **immune system** and build resistance to specific **bacterial** (e.g. typhoid) and **viral** (e.g. measles) infections.

Most vaccines are given by an **injection**, but some are given **orally** (by mouth) or **sprayed** into the nose e.g. the childhood flu vaccine.

Primary

How vaccines work

Vaccines train the immune system to fight the disease by creating **antibodies**. Antibodies are proteins produced naturally by the immune system to fight disease.

Vaccines contain only killed or weakened forms of germs like viruses or bacteria, so they do not cause the disease or put individuals at risk of its complications.

Once exposed to one or more doses of a vaccine, most people remain protected against a disease for years, decades or even a lifetime.

STATUTORY GUIDANCE
Know the facts and science relating to allergies, immunisation and vaccination.

Primary

Herd immunity

STATUTORY GUIDANCE
Know the facts and science relating to allergies, immunisation and vaccination.

Teach that vaccination protects individuals who have had the vaccine, but also protects those who have not been vaccinated.

This is because if enough people are vaccinated, then the spread of virus is prevented which protects those haven’t been vaccinated, e.g. very young babies. This is known as **herd immunity** or **herd protection**.

Explain that if the number of people who are protected falls below a certain level the disease can start to spread again.

Primary

Secondary curriculum

STATUTORY GUIDANCE

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary. (p36)

Personal hygiene

Personal hygiene

STATUTORY GUIDANCE
Know about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.

Build on what is taught in primary. Teach pupils that the changes during **puberty** are caused by hormone changes which cause the body's sweat glands to become more active. **Personal hygiene** is important to avoid body odour, unpleasant rashes and infections.

Explain that:

- regular **showers or baths** are usually needed
- **antiperspirants** help prevent a build-up of sweat
- **clothes** can absorb sweat and changing into clean clothes can resolve this

Related module: changing adolescent body

Secondary

Bacterial infections

Build on what is taught in primary about bacterial infections.

Explain that the **immune system** can fight off most infections naturally **without intervention**. For many infections that it cannot counter, **antibiotics** can be used.

Explain that **antibiotics do not harm viruses**, so antibiotics cannot treat viral illnesses such as colds and flu.

STATUTORY GUIDANCE

Know about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.

Secondary

Antibiotic resistance

Antibiotic resistance is when the bacteria change in some way and become resistant to the drug. There are strains of bacteria that have developed resistance to many different types of antibiotics.

Antibiotic resistance can be slowed by:

- only using **prescribed antibiotics** by a doctor
- always **finishing the course**
- not using antibiotics on infections for which there is **no benefit** (e.g. viral infections)

STATUTORY GUIDANCE

Know about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.

Secondary

Dental health

What good dental health is

Reiterate what is taught in primary school about:

- good dental health
- the benefits of dental checks
- good dental hygiene
- flossing
- how sugary drinks and food can damage teeth

Explain that most children would have lost their baby teeth and have their adult teeth by the age of 12 to 14.

Teach that the importance of maintaining good dental hygiene into adulthood.

STATUTORY GUIDANCE

Know about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.

Secondary

Tooth decay and gum disease

Explain that **tooth decay** is a disease where teeth get holes in them. Sugar (from both food and drink) is the main cause of tooth decay. It results in toothache, problems eating and can be very painful.

Gum disease causes gums to become swollen, red and painful. Gum disease can cause gums to bleed during brushing.

Poor oral hygiene and the build up of **plaque** on the teeth is the most common cause of gum disease.

STATUTORY GUIDANCE
Know about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.

Secondary

Preventing plaque build up

Good oral hygiene is needed every day to keep teeth clean and remove **plaque** (a coating of germs on the teeth).

The germs in plaque produce acid from the sugar people eat and drink. This acid causes holes in teeth because it destroys the hard tooth surface (**enamel**) and then the softer layer under it (**dentine**).

Plaque makes **gums red, swollen and bleed** when brushed.

STATUTORY GUIDANCE
Know about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.

Secondary

Flossing and interdental cleaning

Building on what is taught in primary, explain that brushing teeth with a fluoride toothpaste removes plaque. Explain that **flossing** and **interdental cleaning** can remove plaque and food in between teeth, where the brush cannot reach.

Explain that a dental professional can show pupils how to clean in between their teeth properly.

For pupils with orthodontic appliances (**braces**), cleaning carefully around braces with special brushes is very important as braces can trap plaque.

STATUTORY GUIDANCE

Know about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.

Secondary

Sugar and dental health

Explain that sugar in food and drinks is the **main cause of tooth decay**, e.g. fizzy drinks, sweets and biscuits.

Explain that sometimes the high sugar content in foods and drinks **is not obvious**, e.g. smoothies, milkshakes, energy drinks and cereal bars. Explain to pupils that they should **check the labels** to find the sugar content.

Teach that even **the best oral hygiene cannot totally counter** the bad effects of too much sugar.

STATUTORY GUIDANCE

Know about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.

Secondary

Immunisation and vaccination

The immune system (1)

Building on what is taught in primary school, teach pupils that our body's immune system fights infection. Protective cells in the blood are a key part of this.

Non-specific white blood cells (phagocytes) fight infection by engulfing and killing any foreign body (anything within the body that is not supposed to be there) and by triggering an inflammatory response (making the area red, hot and swollen).

STATUTORY GUIDANCE
Know the facts and science relating to immunisation and vaccination.

Secondary

The immune system (2)

Specific white blood cells target microbes, all of which have a unique molecule on their surface called an **antigen**. When they encounter an antigen they do not recognise, they start to produce proteins called **antibodies**.

The antibodies then attach to the antigens, which flags them for destruction by other white blood cells.

Antibodies can **stay in the blood** ready to fight the disease should it return, giving the body **immunity**.

STATUTORY GUIDANCE
Know the facts and science relating to immunisation and vaccination.

Secondary

Vaccinations (1)

STATUTORY GUIDANCE
Know the facts and science relating to immunisation and vaccination.

Building on what is taught in primary, explain that vaccines contain **weakened** or **dead bacteria or viruses**, or a few proteins or sugars from the surface.

As the vaccine is an extremely weakened version of the microbe, the white blood cells successfully eliminate all the microbial cells in the vaccine meaning that the recipient does not get ill.

The immune system responds by producing **antibodies** which then protect the body against the bacteria or virus.

Secondary

Vaccinations (2)

STATUTORY GUIDANCE
Know the facts and science relating to immunisation and vaccination.

Once the immune system has responded to the vaccine it will be able to fight the disease if the person is exposed to it in the future.

In some cases, the immune system needs reminding and this is why some vaccinations require **booster jabs**.

Some germs (such as the influenza virus) can change their antigens. This means that the immune system is no longer equipped to fight them. For this reason, annual flu vaccinations are given.

Secondary

Sleep health

Sleep

Build on what is taught in primary.

Teach that:

- 6 to 12 year olds typically need between **9 and 12 hours a day**
- 13 to 18 year olds typically need between **8 and 10 hours a day**

STATUTORY GUIDANCE
Know the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Secondary

Getting good quality sleep (1)

Build on what is taught in primary about getting good quality sleep. Explain that sleep can be helped by:

- having a **dark, cool, quiet and comfortable** bedroom to encourage sleep
- **reducing stress** (e.g. breathing exercises and relaxation techniques)
- **avoiding or reducing caffeine**. Caffeine drunk at any time of the day can affect sleep. It is present in tea, coffee, energy drinks, cocoa, chocolate, some painkillers, green tea and some fizzy drinks.

STATUTORY GUIDANCE
Know the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Secondary

Devices and sleep (1)

Explain that screen-based activities in the evening can affect our sleep.

Teach the importance of controlling screen use in the evening before bedtime. For example:

- turning off devices at least **2 hours before bed**
- leaving **devices outside the bedroom** to resist the impulse to use them

STATUTORY GUIDANCE
Know the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Secondary

Devices and sleep (2)

If devices are in the room:

- **limit screen time** (especially in the immediate hours before bedtime)
- **dim screens** to their lowest light settings
- **turn on blue light filters** on screens (e.g. set screens to night mode) - blue light can disrupt the ‘darkness hormone’ melatonin causing the body to miss out on a cue that it is time to fall asleep, and also makes us feel more alert

STATUTORY GUIDANCE
Know the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Secondary

Late Secondary

STATUTORY GUIDANCE

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary.

Self-examination and screening

Self-examination (1)

Teach that self-examination is when people check their own body for any abnormality which could be a sign of cancer, e.g. **testicular**, **breast** or **skin cancer.**

Self-examinations can detect abnormalities earlier than they would otherwise be found. Explain that **early detection** of something being wrong can greatly increases the chances of successful treatment if the abnormality is cancerous .

STATUTORY GUIDANCE
Know the benefits of regular self-examination and screening.

Secondary

Self-examination (2)

Teach pupils that they should always **visit their doctor** if they find anything unusual during a self-examination. Doctors will carry out their own examination and may refer them for further testing.

Explain that there are many conditions that can cause the same symptoms. Most of these are harmless, but it is important to get any abnormalities checked out.

STATUTORY GUIDANCE
Know the benefits of regular self-examination and screening.

Secondary

Testicles self-examination

Teach that the most common age for testicular cancer is **between the age of 15 to 40**, and that survival rates are very high if caught early.

Explain that testicles should be checked **once a month** for lumps or unusual swelling.

Visit nhs.uk for guidance on how to check testicles for changes.

STATUTORY GUIDANCE
Know the benefits of regular self-examination and screening.

Secondary

Breast self-examination

STATUTORY GUIDANCE
Know the benefits of regular self-examination and screening.

Teach that breast cancer is **more likely to affect adults**, but making self-examination a habit when we are younger may help us later on.

Explain the importance of checking the breast tissue regularly (once a month) for any physical or visual changes.

Explain that breast cancer is more likely to affect **women than men** as they have more breast tissue.

Visit nhs.uk for guidance on how to check breasts for changes.

Secondary

Skin self-examination (1)

STATUTORY GUIDANCE
Know the benefits of regular self-examination and screening.

Explain that regular self-examination of our own skin helps us to know what it looks like normally. By being familiar with our skin, we are more likely to notice any unusual or persistent changes.

Teach that a mirror can be used to check the parts of our body that we cannot easily see.

Explain that people should see a doctor if they notice a change to a **mole, freckle** or **patch of skin**.

Secondary

Skin self-examination (2)

STATUTORY GUIDANCE
Know the benefits of regular self-examination and screening.

The first sign of **melanoma** (skin cancer) is usually a mole which has some of the following:

- **asymmetry**, where opposite sides look different
- **irregular borders**, edges may be blurred or jagged
- **colour variation**, uneven colour with more than one shade
- **size**, a large size usually the size of the end of a pencil

See examples of melanomas on nhs.uk.

Secondary

Skin self-examination (3)

STATUTORY GUIDANCE
Know the benefits of regular self-examination and screening.

Other signs of skin cancer include a:

- new growth or sore that **does not heal**
- spot, mole or sore that **itches or hurts**
- mole or growth that **bleeds, crusts or scabs**

Anyone noticing any of these signs should see a doctor.

Secondary

Screening

Screening is a way of detecting **early disease or risk factors** for disease in people.

Explain that the main benefit of screening is the **early detection** of a problem, before any symptoms develop.

If a problem is diagnosed before symptoms develop, treatment is often much more effective, and there can be more choices of what treatment to have.

STATUTORY GUIDANCE
Know the benefits of regular self-examination and screening.

Secondary

Smear tests

All women and people with a cervix are offered a smear test for cervical screening from the age of 25 to 64. This is not a test for cancer, but a test to help prevent cancer.

During the test, a small sample of cells is taken from the cervix and sent off for testing. The result usually comes back by letter in two weeks.

STATUTORY GUIDANCE
Know the benefits of regular self-examination and screening.

Secondary

Types of screening

The NHS offers a range of screening tests to different sections of the population. These include:

- cervical screening
- breast cancer screening
- screening in pregnancy for infectious diseases, including HIV, hepatitis B and syphilis
- screening in newborn babies
- bowel cancer screening for people over 60
- eye screening for people with diabetes
- abdominal aortic aneurysm screening for men aged 65

STATUTORY GUIDANCE
Know the benefits of regular self-examination and screening.

Secondary

Examples of good practice

Good practice

The following are just some of the approaches you might consider when preparing to teach about **health and prevention**.

You will need to adapt these approaches to ensure they are age appropriate and developmentally appropriate for your pupils.

Good practice approaches (1)

When teaching about health and prevention, be aware that **some pupils:**

- **may be sensitive** to some of these topics, e.g. those with allergies, weight, or ongoing health concerns.
- are **self-conscious** about their appearance and may have been teased or bullied - use appropriate and sensitive language
- will have **different home circumstances** and some strategies on sleep health may be difficult to follow, e.g. they may share a bedroom with an older child
- may **not be able to take some medication**, and explain that there are alternatives

Good practice

Good practice approaches (2)

When teaching about **self-examination**:

- **provide resources**, some of which can be found on www.nhs.uk, on how to carry out a self-examination.
- **avoid segregating by sex unless there is a clear rationale** for doing so in order to meet the needs of pupils (e.g. giving girls or boys a chance to ask questions about self examination in a female or male only environment)

Good practice

Activities and templates for trainers

About these activities and templates

Subject leads can use the following templates and training activities to plan training on teaching the new curriculum topics.

You can:

- **move slides** - e.g. ‘Rate your confidence (before training)’ - to the point in the presentation where you want to carry out that activity
- **delete slides** if you are not covering those curriculum elements at this time

Training activity:
Rate your confidence

Rate your confidence (trainer notes)

Ask your colleagues to rate confidence before and after topic training using the slides in this deck.

Before training

Ask teachers to think about where they currently fit on the scale.

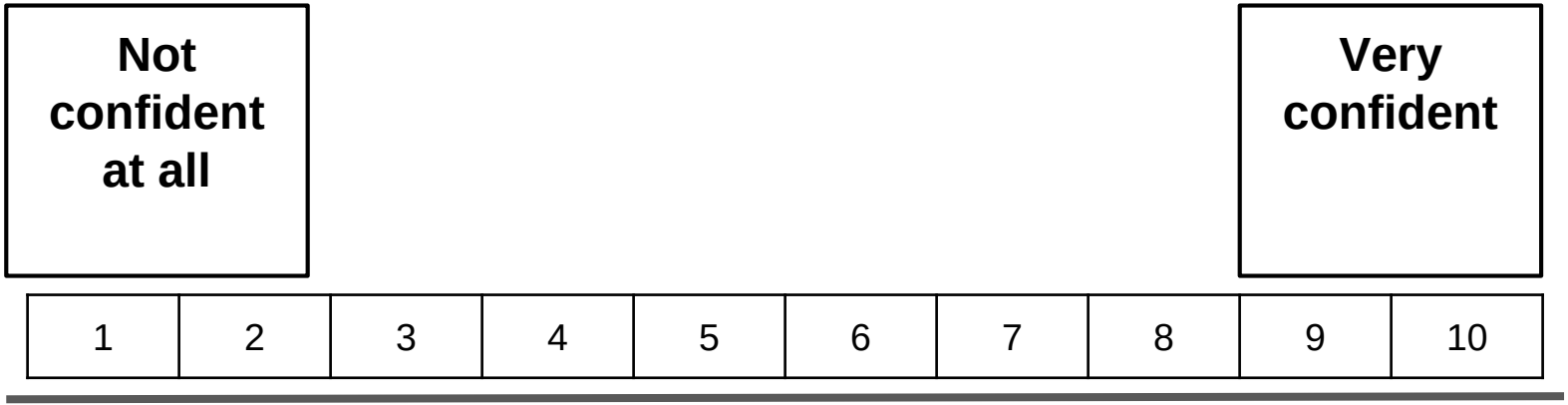
After training

Ask teachers to rate their confidence again and talk about changes. You might want to repeat this activity at later check ins.

If teachers still rate confidence as low, discuss ways you can develop their subject knowledge, offer peer support etc.

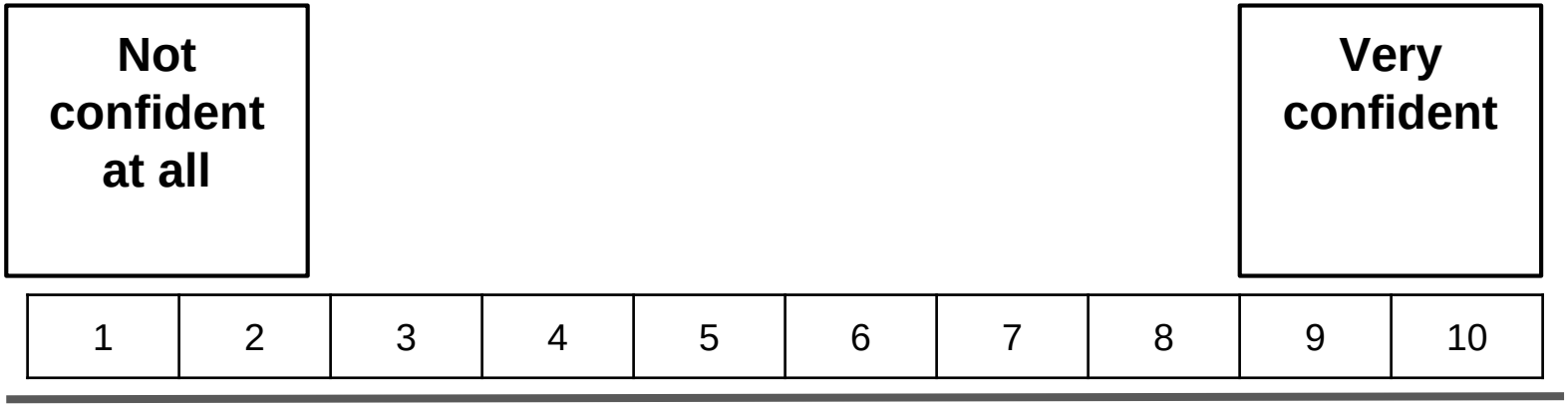
Rate your confidence (**before** training)

How do you feel about teaching this topic?



Rate your confidence (**after** training)

How do you feel now? What support/information could help?



Training activity:
Dealing with difficult questions

Dealing with difficult questions (trainer notes)

Use the following slides in your training to help teachers:

- **share concerns** about questions they could be asked by pupils
- **strategise** ways to respond to such questions

Dealing with difficult questions (1)

What would you say?

What wouldn't you say?

[Prepare 'difficult' questions to discuss in training or give teachers a blank version to fill with their own questions]

Follow up

Dealing with difficult questions (2)

Pupils may well ask questions because they:

- want information
- are seeking permission - “Is it OK if I …?”
- are trying to shock or get attention
- have related personal beliefs

Remember:

- don’t feel pressured or that you have to answer straight away
- don’t disclose personal information - use third-person examples, say ‘some people...’
- seek advice if you need it

Training activity:
How will I teach this?

How will I teach this? (trainer notes)

Use the following slides in your training to help teachers:

- **begin to plan and resource** their lessons
- **discuss and address any issues** they anticipate in the delivery of lessons

How will I teach this?

How will I prepare to teach this topic? - What do I need to do? - What resources do I need? - Do I need external support?	
How will I adapt to needs of pupils? - What are the challenges? - What language and concepts will pupils need support with? - Do I need additional support in the classroom?	
How will I assess pupil understanding and progress?	

Additional slides for structuring training

ADAPT THIS FOR YOUR OWN PRESENTATION

Any questions?

Any concerns?

What support do you need?

ADAPT THIS FOR YOUR OWN PRESENTATION

XX%

[Use this format to present your own key facts and statistics - e.g. from your local authority or own monitoring. Include the source]