



The Relationships and Sex Education Curriculum at Crowthorne – Lower Key Stage 2

	Year 3	Year 4
<p>Families and people who care for me: Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. 	<p>RELATIONSHIPS WITH OTHERS children learn about the family tree and how this may affect different families.</p>	<p>Discusses the importance of showing and being treated with RESPECT in their families and society. SPEAK OUT STAY SAFE looks at who to talk to inside or outside of the family about concerns for personal safety. Who else cares for them that they can trust?</p>
<ul style="list-style-type: none"> • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 	<p>Talks about the qualities of good relationships and how RELATIONSHIPS WITH OTHERS and sharing interests are important. Talks about having a duty of care towards their family and being active in HELPING OTHERS TO GET HELP.</p>	<p>Discusses becoming independent learners but know that there is a support network if needed in PROBLEM SOLVING AND RESOURCEFULNESS. Discusses why RESPECT in a family is important for everyone. Talks about how families are there to protect and be responsible for SPEAK OUT STAY SAFE Teaches pupils to know what to do if they need help with this.</p>
<ul style="list-style-type: none"> • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 	<p>RELATIONSHIPS WITH OTHERS looks at what a relationship is and that there are different types of relationships that make up families in their society.</p>	<p>Looking at who they should RESPECT in society and in their families and why. FAMILY – RELATIONSHIPS discusses the difference in family units and how these should be a stable caring environment.</p>
<ul style="list-style-type: none"> • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. 	<p>RELATIONSHIPS WITH OTHERS looks at what the characteristics of a good relationship is and that there are different types of relationships that make up happy, loving and caring families in their society.</p>	<p>Discusses the importance of RESPECT in society and raises awareness of different relationships, including same sex marriage/partnership. FAMILY – RELATIONSHIPS discusses the difference in family units and how these should be a stable caring environment.</p>
<ul style="list-style-type: none"> • that marriage represents a formal and legally recognised commitment 		

<p>of two people to each other which is intended to be lifelong. <i>Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.</i></p>	<p>RELATIONSHIPS WITH OTHERS looks at what a relationship, how relationships can be different and what marriage and civil partnership are.</p>	
<ul style="list-style-type: none"> • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	<p>HELPING OTHERS TO GET HELP talks about who to ask for help and how to do this if they are feeling unsafe or unhappy and how they can help others who may be having these feelings too. RELATIONSHIPS WITH OTHERS looks at what a good relationship is and who to talk to and what to say if they are in a relationship that does not make them happy.</p>	<p>FAMILY – RELATIONSHIPS discusses the difference in family units and how these should be a stable caring environment.</p>
<p>Caring friendships Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. 	<p>DIFFERENT KINDS OF FRIENDSHIPS looks at how sharing common interests with others can create friendships and how friendships are made. SELF-WORTH talks about how friendships can help to improve their personal feelings.</p>	<p>RESPECT discusses how friendships and relationships should be based upon mutual respect.</p>
<ul style="list-style-type: none"> • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 	<p>HELPING OTHERS TO GET HELP underlines the importance of supporting friends with their problems and difficulties. RELATIONSHIPS WITH OTHERS discusses the characteristics of a good relationship and what they can do if a relationship makes them feel uncomfortable.</p>	<p>RESPECT discusses mutual respect and kindness towards others, regardless of cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability.</p>
<ul style="list-style-type: none"> • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 	<p>To understand that positive RELATIONSHIPS WITH OTHERS will make them feel valued and safe and give them a sense of belonging.</p>	<p>FRIENDSHIPS teaches children how to manage friendships and other relationships to stay positive. It discusses the issue of exclusion.</p>
<ul style="list-style-type: none"> • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and 	<p>DIFFERENT KINDS OF FRIENDSHIPS looks at how friendships can be difficult and ways they can resolve problems.</p>	<p>FRIENDSHIPS teaches children how to manage friendships and other relationships to stay positive.</p>

<p>that resorting to violence is never right.</p>		
<ul style="list-style-type: none"> • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed 	<p>WHO CAN WE TRUST talks about issues with friends and what to do if they are having problems in a relationship.</p> <p>RESPECT talks about why we should respect each other and what disrespect looks like and the harm it can cause to relationships and health.</p> <p>SPEAK OUT STAY SAFE CAMPAIGN looks at who to talk to and trust if they feel afraid or uncomfortable.</p>	<p>WHATS LOVE? looks at what love looks like and feels like.</p> <p>SPEAK OUT STAY SAFE CAMPAIGN looks at who to talk to and trust if they feel afraid or uncomfortable.</p>
<p>Respectful relationships</p> <p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 	<p>CULTURE AND LIBERTY teaches how everyone has the right to freedom in choice.</p>	<p>RESPECT looks at how everyone deserves respect regardless of age, disability, gender, race, religion etc and that there are protected characteristics in law to safeguard this respect.</p>
<ul style="list-style-type: none"> • practical steps they can take in a range of different contexts to improve or support respectful relationships. 	<p>HELPING OTHERS TO GET HELP discusses how to recognise the feelings of others and what to do to help them.</p> <p>RELATIONSHIPS WITH OTHERS talks about how to recognise damaging relationships and what to do to improve or help with these.</p>	<p>RESPECT raises awareness of what a disrespectful relationship might look like and how to support others who are suffering with this. It teaches pupils that there are laws to protect against these attitudes towards others.</p>
<ul style="list-style-type: none"> • the conventions of courtesy and manners. 		<p>RESPECT looks at what disrespect might look like in a variety of situations and understanding right and wrong. It looks at morals and courtesy towards others.</p>
<ul style="list-style-type: none"> • the importance of self-respect and how this links to their own happiness. 	<p>GROWTH MINDSET looks at how having a positive outlook and making the effort to succeed and improve helps us to become happier and more successful.</p> <p>MINDFULNESS teaches pupils to look at themselves and their well-being and to give themselves the time to respect their minds and bodies and to feel happier about themselves.</p>	<p>RESPECT talks about how self-respect helps them to have a positive self-image and become more able to disregard risks or dangers that they may be tempted to take.</p> <p>SPEAK OUT STAY SAFE CAMPAIGN reminds pupils that their body belongs to them and that they have a right to say 'no' to inappropriate or unwanted touch.</p>

	<p>SELF-IMAGE talks about how they perceive themselves and how this affects well-being and happiness. It talks about what to do about a negative self-image.</p> <p>SELF-WORTH looks at how having a positive, healthy view of themselves leads to happiness and healthy relationships with others. MY BODY, YOUR BODY talks about their body being their own and that they have a right to decide who touches their body. This is an opportunity to discuss self-respect and feelings.</p>	
<ul style="list-style-type: none"> • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 	<p>CULTURE AND LIBERTY teaches how everyone has the right to be different, and to have freedom in choice.</p>	<p>LEADERSHIP looks at respecting the decisions and opinions of others who are leaders in a variety of situations.</p> <p>RESPECT looks at who should be treated with respect. Discusses scenarios where people in positions of authority and advisors have been treated disrespectfully and what damage this may cause to them, the people in authority and society.</p>
<ul style="list-style-type: none"> • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 	<p>POWER OF WORDS looks at the effect both negative and positive words have on each other.</p> <p>HELPING OTHERS TO GET HELP looks at how they can help others to find help in adverse situations like bullying and the strategies for helping those who are reluctant to find help.</p> <p>RELATIONSHIPS WITH OTHERS talks about how to recognise unhealthy relationships with others and what to do about these.</p>	<p>RESPECT looks at the protected characteristics in society and how bullying is unacceptable and may even break the law. It looks at the importance of self-respect and using this model to treat others with respect.</p>
<ul style="list-style-type: none"> • what a stereotype is, and how stereotypes can be unfair, negative or destructive 	<p>SELF-IMAGE allows for discussion around how stereotyping can cause negative self-images.</p> <p>RELATIONSHIPS WITH OTHERS allows for discussion about what stereotyping is and how stereotyping can make people feel and why it can be unfair or negative.</p>	<p>RESPECT looks at how we are responsible for our own morals and that it is up to us to challenge negativity and disrespect, including stereotyping.</p>
<ul style="list-style-type: none"> • the importance of permission-seeking and giving in relationships with friends, peers and adults. 		<p>FRIENDSHIPS teaches children how to manage friendships and other relationships to stay positive.</p>

<p>Online relationships</p> <p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. 	<p>RELATIONSHIPS WITH OTHERS looks at how to recognise if a relationship is not healthy and allows for discussion around relationships online that may not be all they seem to be.</p>	<p>RESPECT talks about self-respect and allows for discussions around online friendships and what they may be being asked to do or say online.</p>
<ul style="list-style-type: none"> • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. 	<p>RELATIONSHIPS WITH OTHERS is an opportunity to look at the characteristics of a good relationship and reminds them to apply these to online and digital relationships.</p>	<p>RESPECT looks at how self-respect guides us to treat others with respect, including if this is contact made anonymously and in all forms of relationships, whether face to face or online.</p>
<ul style="list-style-type: none"> • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 	<p>WHO CAN WE TRUST teaches children that people earn trust and who may not be safe to trust, including online safety.</p>	<p>RESPECT looks at how self-respect can prevent them from doing or saying inappropriate things online which may get them into trouble.</p>
<ul style="list-style-type: none"> • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 	<p>WHO CAN WE TRUST teaches children that people earn trust and who may not be safe to trust, including online safety.</p>	<p>ONLINE SAFETY teaches children what information should be shared online and how to protect themselves and their identity.</p>
<ul style="list-style-type: none"> • how information and data is shared and used online. 		
<p>Being safe</p> <p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 	<p>RELATIONSHIPS WITH OTHERS looks at what a good relationship looks like and what to do if they are not in a good relationship.</p> <p>DIFFERENT KINDS OF FRIENDSHIPS helps children to analyse what kinds of friendships are helpful and those which may be harmful.</p>	<p>RESPECT looks at how self-respect helps them to decide what is right and wrong and helps them to decide boundaries in their relationships.</p> <p>FRIENDSHIPS teaches children what kinds of friendships are positive and how to manage them to stay happy.</p>
<ul style="list-style-type: none"> • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 	<p>RELATIONSHIPS WITH OTHERS looks at what a good relationship looks like and what to do if they are not in a good relationship.</p>	<p>SPEAK OUT STAY SAFE CAMPAIGN teaches children that secrets are not always right, if they are worried to always tell an adult and who to tell.</p>

<ul style="list-style-type: none"> • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 	<p>SPEAK OUT STAY SAFE CAMPAIGN teaches children that some types of touch are not appropriate.</p>	<p>RESPECT teaches pupils that self-respect helps them to decide what is appropriate and inappropriate behaviour. SPEAK OUT STAY SAFE CAMPAIGN teaches pupils that parts of their body are private and that nobody has the right to touch or look at these unless they are happy with this.</p>
<ul style="list-style-type: none"> • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 	<p>RELATIONSHIPS WITH OTHERS looks at what a good relationship looks like and what to do if they are not in a good relationship.</p>	
<ul style="list-style-type: none"> • how to recognise and report feelings of being unsafe or feeling bad about any adult. 	<p>MY BODY YOUR BODY looks at scenarios which may help them to recognise feelings of being unsafe and what to do about this.</p>	
<ul style="list-style-type: none"> • how to ask for advice or help for themselves or others, and to keep trying until they are heard. 	<p>HELPING OTHERS TO GET HELP reminds them that they can ask for help and help others to do this too. SELF WORTH talks about making yourself heard and listened to.</p>	<p>SPEAK OUT STAY SAFE CAMPAIGN looks at speaking up about their worries or concerns.</p>
<ul style="list-style-type: none"> • how to report concerns or abuse, and the vocabulary and confidence needed to do so. 	<p>HELPING OTHERS TO GET HELP looks at how they can help themselves and others find help and advice if they need it.</p>	<p>SPEAK OUT STAY SAFE CAMPAIGN looks at what to say to someone to report concerns about their safety or well-being.</p>
<ul style="list-style-type: none"> • where to get advice e.g. family, school and/or other sources. 		<p>SPEAK OUT STAY SAFE CAMPAIGN looks at who they can talk to if they feel worried or unsafe.</p>
<p>Physical Health and Mental Well Being</p>		
<p>Mental wellbeing Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. 	<p>ANGER, FEAR AND MINDFULNESS talks about being mindful as a way to support your feelings.</p>	<p>THE IMPORTANCE OF PHYSICAL ACTIVITY highlights how physical activity can impact our mental well being.</p>
<ul style="list-style-type: none"> • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all 	<p>ANGER, FEAR AND MINDFULNESS looks at what stress is, what might cause it and how it can damage mental health.</p>	

humans experience in relation to different experiences and situations.		
<ul style="list-style-type: none"> • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. 	RELATIONSHIPS WITH OTHERS looks at what qualities a good relationship has and encourages them to talk about how they feel about a relationship.	FRIENDSHIPS Talks about how children can express their emotions about friendships and other relationships.
<ul style="list-style-type: none"> • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 	SELF-WORTH looks at how to measure self-worth and what effects this has on their well-being.	BULLYING discusses how children feel when being bullied, and how they may be feeling if they are the bully.
<ul style="list-style-type: none"> • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 	ANGER, FEAR AND MINDFULNESS encourages pupils to appreciate the importance of being outdoors, undertake physical activity and being with others to help their mental and physical well-being.	THE IMPORTANCE OF PHYSICAL ACTIVITY looks at the effect this has on our well-being, our body and how we learn.
<ul style="list-style-type: none"> • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 	<p>MINDFULNESS looks at how they can use the environment around them to improve their mental and physical well-being and how they can self-assess to measure how they are feeling.</p> <p>RELATIONSHIPS WITH OTHERS looks at who they could talk to and the importance of having friends or people you can trust around them.</p>	FAMILY RELATIONSHIPS looks at how spending time with family should be a positive and happy time.
<ul style="list-style-type: none"> • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 	<p>HELPING OTHERS GET HELP</p> <p>RELATIONSHIPS WITH OTHERS looks at what makes a good relationship and what to do if they are in a relationship that makes them unhappy or lonely.</p>	
<ul style="list-style-type: none"> • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 		BULLYING teaches children about what bullying is, how it feels and where it can happen including cyber bullying.
<ul style="list-style-type: none"> • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or 	HELPING OTHERS TO GET HELP looks at who they can go to if they need support or how they can help others get support.	BULLYING teaches children about how to speak out and who to ask for support when bullying has happened to themselves or a friend.

<p>someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p>		
<ul style="list-style-type: none"> • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	<p>HELPING OTHERS TO GET HELP looks at recognising if others might need help and how to help them even if they are reluctant to ask for it.</p>	
<p>Internet safety and harms</p> <p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. 	<p>RELATIONSHIPS WITH OTHERS allows for discussion around the benefits and ease of staying in contact with friends and family online or digitally.</p>	<p>PROBLEM SOLVING AND RESOURCEFULNESS allows for discussion around how useful the internet can be to find answers to questions or problems.</p>
<ul style="list-style-type: none"> • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 	<p>SELF-WORTH allows for discussion around how spending excessive time online may affect mood, mental and physical health.</p>	<p>THE IMPORTANCE OF PHYSICAL ACTIVITY looks at how to keep fit and well and how rationing time on screens will help.</p>
<ul style="list-style-type: none"> • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. 	<p>RELATIONSHIPS WITH OTHERS talks about the characteristics of good friendships and allows for reflection about whether this can and should be maintained online or digitally.</p> <p>POWER OF WORDS talks about how words online or in real life can be harmful.</p>	<p>RESPECT looks at how self-respect helps them to be safe when they choose what to post online.</p>
<ul style="list-style-type: none"> • why social media, some computer games and online gaming, for example, are age restricted. 	<p>SOCIAL MEDIA BODY CONFIDENCE discusses the reason why some social media is restricted.</p>	<p>ONLINE SAFETY teaches children why and how to stay safe online, mentioning why there are restrictions.</p>
<ul style="list-style-type: none"> • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 	<p>SELF-WORTH allows for discussion around how online or digital communication may affect their self-esteem and feelings about themselves in negative and positive ways.</p>	<p>RESPECT looks at how self-respect can help them to decide what to post online or understand what is inappropriate communication.</p> <p>PROBLEM SOLVING AND RESOURCEFULNESS discusses how online safety issues and concerns need to be sorted and how to do this.</p>

		SCREEN TIME looks at how some online content can have a negative effect on our well-being.
<ul style="list-style-type: none"> • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 		PROBLEM SOLVING AND RESOURCEFULNESS discusses how information found online may not be a true representation of the facts and to be aware of this.
<ul style="list-style-type: none"> • where and how to report concerns and get support with issues online. 	HELPING OTHERS TO GET HELP allows for discussion about helping others who may be experiencing problems with online or digital communication.	PROBLEM SOLVING AND RESOURCEFULNESS talks about reporting online concerns and who to report these to.
<p>Physical health and fitness</p> <p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. 	GROWTH MINDSET allows for discussion around trying new sports or exercise routines to improve mental and physical well-being.	<p>THE IMPORTANCE OF PHYSICAL ACTIVITY looks at how much time they spend on being active, what they could do to improve this and how exercise helps them to learn.</p> <p>BALANCED DIET AND HEALTHY EATING discusses the importance of healthy food and diet to your health.</p>
<ul style="list-style-type: none"> • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. 	KEEPING HEALTHY discusses the importance of diet, exercise and sleep on your health.	THE IMPORTANCE OF PHYSICAL ACTIVITY looks at how they can improve their physical activity and encourages them to present this information to encourage others to be more active.
<ul style="list-style-type: none"> • the risks associated with an inactive lifestyle (including obesity). 	KEEPING HEALTHY discusses the importance of diet, exercise and sleep on your health.	THE IMPORTANCE OF PHYSICAL ACTIVITY looks at the negative effects of an inactive lifestyle.
<ul style="list-style-type: none"> • how and when to seek support including which adults to speak to in school if they are worried about their health. 		
<p>Healthy eating</p> <p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). 	KEEPING HEALTHY discusses the importance of diet, exercise and sleep on your health.	<p>A BALANCED DIET looks at the constituents of a healthy, balanced diet.</p> <p>HEALTHY EATING looks at the importance of a healthy diet and the nutritional make-up of foods they eat.</p> <p>THE IMPORTANCE OF PHYSICAL ACTIVITY discusses how eating healthily together with physical activity helps them to keep their body and minds healthy.</p>

<ul style="list-style-type: none"> the principles of planning and preparing a range of healthy meals. 	<p>KEEPING HEALTHY looks at what food would constitute healthy and how the food groups contribute to overall health.</p>	<p>A BALANCED DIET looks at the ingredients necessary for a healthy meal and looks at how healthy their diet is.</p> <p>HEALTHY EATING looks at the DoH 'Eatwell Guide' and the recommended daily allowances for nutrients. It looks at the 'traffic light' system on food packaging showing nutritional values.</p> <p>THE IMPORTANCE OF PHYSICAL ACTIVITY discusses how eating healthily together with physical activity helps them to keep their body and minds healthy.</p>
<ul style="list-style-type: none"> the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<p>KEEPING HEALTHY discusses the effect of poor diet and lack of exercise on health.</p>	<p>A BALANCED DIET discusses the risks that eating too much of a particular nutrient can cause to the body.</p> <p>HEALTHY EATING discusses energy drinks, their use and their effect on the body. It looks in detail at the damage and disease that a poor diet can cause to their bodies.</p> <p>THE IMPORTANCE OF PHYSICAL ACTIVITY talks about how inactivity and overuse of screens can affect our food choices and health and make us gain weight.</p>
<p>Drugs, alcohol and tobacco</p> <p>Pupils should know</p> <ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	<p>MY BODY, YOUR BODY discusses how alcohol, tobacco and other harmful substances are not good for the body and there are risks with using these.</p>	<p>DRUGS ALCOHOL AND NICOTINE teaches children about how these drugs can have an effect on your mental and physical wellbeing.</p>
<p>Health and prevention</p> <p>Pupils should know</p> <ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 	<p>MY BODY, YOUR BODY reminds them how they can look after their bodies and what to look out for and who to talk to if they are worried about their health.</p>	<p>HEALTHY EATING discusses a balanced diet and nutrients allowing for further discussion about eating too many or too little of these in their diets.</p> <p>A BALANCED DIET looks at the effects of a poor diet on the body.</p> <p>THE IMPORTANCE OF PHYSICAL ACTIVITY allows for discussion about compulsive fitness and exercise and the effects it has on a growing body.</p>
<ul style="list-style-type: none"> about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 		

<ul style="list-style-type: none"> the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 	<p>KEEPING HEALTHY looks at the important of sleep for your overall health.</p> <p>MY BODY, YOUR BODY reminds them how they can look after their bodies and what to look out for and who to talk to if they are worried about their health.</p>	<p>SLEEP teaches children about the right amount of sleep and its importance for overall health and wellbeing.</p>
<ul style="list-style-type: none"> about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 	<p>MY BODY, YOUR BODY reminds them how they can look after their bodies and what to look out for and who to talk to if they are worried about their health.</p> <p>PERSONAL HYGIENE Looks at how to look after your changing body by cleaning including teeth.</p>	<p>HEALTHY EATING discusses how sugary foods can cause tooth decay, and dental health problems.</p> <p>A BALANCED DIET looks at the effects of a poor diet on dental health.</p>
<ul style="list-style-type: none"> about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 	<p>PERSONAL HYGIENE Looks at how to look after your changing body by cleaning.</p> <p>MY BODY, YOUR BODY reminds them how they can look after their bodies and what to look out for and who to talk to if they are worried about their health.</p>	
<ul style="list-style-type: none"> the facts and science relating to allergies, immunisation and vaccination. 	<p>MY BODY, YOUR BODY reminds them how they can look after their bodies and what to look out for and who to talk to if they are worried about their health.</p>	
<p>Basic first aid</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. 	<p>HELPING OTHERS TO GET HELP talks about recognising whether ABC assistance is required and how to call the Emergency Services in an emergency situation.</p>	
<ul style="list-style-type: none"> concepts of basic first-aid, for example dealing with common injuries, including head injuries. 		
<p>Changing adolescent body</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, 	<p>MY BODY, YOUR BODY talks about the private parts of the body that they would not expect to show to anyone. It discusses how the male and female body begins to change to be ready for reproduction.</p>	

<i>particularly from age 9 through to age 11, including physical and emotional changes.</i>		
<i>• about menstrual wellbeing including the key facts about the menstrual cycle.</i>		