



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

	Year 5	Year 6
<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>How families can support them to make responsible decisions about LEARNING AND BORROWING MONEY and making future life choices.</p>	<p>MY AMAZING BODY looks at loving and caring partner relationships and how these are important for all families and children in society.</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>Discusses how The NHS can support parents/carers with looking after their health. Talks about what they may be LEARNING when spending time with the family as well as in other settings. SPEAK OUT STAY SAFE highlights how their body should be cared for and protected by parents/carers and to remind them who they know they can talk to if they need help. SUPPORTING THE COMMUNITY discusses the importance of working together as a unit, particularly families.</p>	<p>Discusses how family and friends might offer useful guidance about HOW TO WRITE A CV to prepare them for future job and career searching. SPEAK OUT STAY SAFE highlights how their body should be cared for and protected by parents/carers and to remind them who they know they can talk to if they need help.</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>RESPECTING OTHERS -BOUNDARIES AND BELIEFS looks at differences in religion, gender, culture, relationships etc and that families all look different in their society.</p>	<p>WHAT IS FORCED MARRIAGE teaches children how marriage should look, and the love and care within relationships. THE POWER OF LOVE teaches children about the inequality within a relationship.</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>RESPECTING OTHERS – BOUNDARIES AND BELIEFS looks at differences in religion and culture and how families all look different in their society but that care, love and happiness in relationships are important for all families and children.</p>	<p>MY AMAZING BODY includes discussing how relationships are built on trust and respect. IDENTITY, GENDER AND SEXUALITY looks at how stable relationships are the heart of happy families.</p>
<ul style="list-style-type: none"> • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 	<p>RESPECTING OTHERS -BOUNDARIES AND BELIEFS looks at different types of partnerships and relationships and looks at arranged marriage, same sex partnerships, civil partnerships and marriage and how respect is essential to maintain happy relationships.</p>	<p>WHAT IS FORCED MARRIAGE teaches children what marriage is, how it may be different and the understanding of the relationship.</p>

<p><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>		
<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>Connect to 'Being safe' unit</p> <p>Discusses how to practise RESILIENCE in relationships and how to keep working at them. RESPECTING OTHERS – BOUNDARIES AND BELIEFS looks at respecting others' beliefs but recognising when laws are being broken or when to seek help if they or someone else feels afraid or unsafe. COMMUNICATING EFFECTIVELY looks at how communication is important to stay safe.</p>	<p>MY AMAZING BODY looks at relationships and intimacy and reminds pupils about talking to someone they trust if they feel uncomfortable or afraid about what they are being asked to do, FEELING ANXIOUS and CONTROLLING ANGER teaches children to understand why they may be feeling this way and what they should do about it.</p>
<p>Caring friendships</p> <p>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>YOU GET OUT OF LIFE WHAT YOU PUT IN highlights how friendships can be made through being kind and by showing acts of kindness and by spending time with others. Discusses how friendships can be made and the value of SUPPORTING THE COMMUNITY and working alongside others with a common goal.</p>	<p>THE POWER OF LOVE teaches children about the inequality within a relationship and what a positive relationship should look like.</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>COMMUNICATING EFFECTIVELY discusses the qualities needed to be a good team player to work well with others and the trust involved in working as a team.</p>	<p>THE POWER OF LOVE teaches children about the inequality within a relationship and what the characteristics of what a positive relationship should look like.</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>RESPECTING OTHERS BOUNDARIES AND BELIEFS raises awareness that some people have difficulties with understanding or communicating and that caring friends are inclusive of others.</p>	<p>THE POWER OF LOVE teaches children about the inequality within a relationship and what the characteristics of what a positive relationship should look like.</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 	<p>DEALING WITH ADVERSITY looks at a variety of scenarios involving friends or class mates and how to deal with situations that could pose long-lasting issues in friendships.</p>	<p>THE POWER OF LOVE teaches children about the inequality within a relationship and what the characteristics of what a positive relationship should look like.</p>

<p>repaired or even strengthened, and that resorting to violence is never right.</p>	<p>COMMUNICATING EFFECTIVELY discusses who to talk to when friendships break down or when there are problems or worries.</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>NSPCC BODY CAMPAIGN teaches children who they should trust and not trust, when this feels negative and what they should do about it.</p>	<p>MY AMAZING BODY reminds pupils who they can talk to if a relationship is making them feel afraid or uncomfortable. SPEAK OUT STAY SAFE teaches children who they should trust and not trust, when this feels negative and what they should do about it.</p>
<p>Respectful relationships 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>DEALING WITH ADVERSITY discusses a variety of scenarios highlighting differences in society and that everyone deserves respect from each other. RESPECTING OTHERS - BOUNDARIES AND BELIEFS talks about how society is diverse with people from different backgrounds, race, religion etc and that it is wrong to be disrespectful, intolerant or aggressive towards others who may be different to them.</p>	<p>CLEAN UP YOUR SPEECH teaches children about how their words are impactful for others. It discusses how to keep words and actions respectful. AGEISM teaches children to value the different contributions that older people make to the community. They learn about diversity, especially to see the benefits of living in a diverse community where older people are valued and respected. POWER OF NEGOTIATION looks at being considerate and recognising the views, beliefs and possible limitations of others.</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>DEALING WITH ADVERSITY discusses scenarios where disrespect is being shown in a relationship and how to report or solve the problem. COMMUNICATING EFFECTIVELY discusses how communication can be improved to include others and support and improve relationships. SUPPORTING THE COMMUNITY looks at how getting involved in their community can lead to an improvement in relationships in the community in general.</p>	<p>THE POWER OF LOVE teaches children about how to take the right steps to improve a relationships – how to talk to someone.</p>
<ul style="list-style-type: none"> • the conventions of courtesy and manners. 	<p>COMMUNICATING EFFECTIVELY looks at the characteristics of good communication which involves being considerate and courteous towards others. THE NHS looks at courtesy and manners around those who help them in life and the respect due to them.</p>	<p>POWER OF NEGOTIATION looks at being considerate and recognising the views, beliefs and possible limitations of others.</p>
<ul style="list-style-type: none"> • the importance of self-respect and how this links to their own happiness. 	<p>RESPONSIBILITY AND INSPIRATION develops the idea that a positive self-image and respect for themselves empowers them to make appropriate choices and decisions in life.</p>	<p>MY AMAZING BODY discusses talking to those they can trust if they feel uncomfortable about a relationship that they are</p>

	<p>SOCIAL MEDIA – BEING CONFIDENT discusses how children should feel confident about themselves and their interactions with others.</p>	<p>involved in. This is an opportunity to remind them about self-respect and feelings.</p> <p>ORGANISATION OF LIFE talks about how being prepared and organised reduces stress and the effects on mental health.</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>RESPECTING OTHERS -BOUNDARIES AND BELIEFS reminds them that they live in a society where there are diverse cultures, religions, race, opinions etc and that they should treat others with the respect that they would wish to receive themselves.</p> <p>THE NHS looks at how this supports them in life and how respect is an expectation if they are to continue to receive care from any medical professionals.</p>	<p>THE GOVERNMENT discusses how they have a right to make their own decisions but must be mindful that the Government believes that the decisions they make will be their own responsibility. This includes how they treat others and they are expected to maintain respectful relationships with those in authority and wider society otherwise they risk breaking the law.</p> <p>AGEISM teaches children to value the different contributions that older people make to the community. They learn about diversity, especially to see the benefits of living in a diverse community where older people are valued and respected.</p> <p>LEARNING TO WORK The children learn we need 21st century skills to carry out tasks and to take on jobs throughout our lives. These skill include: Critical thinking; Creativity; Collaboration; Communication; Information Literacy; Media Literacy; Flexibility; Initiative; Social Skills; Productivity; Technology Literacy; Leadership; Knowledge</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>DEALING WITH ADVERSITY presents scenarios where bullying, teasing or pressure are present and what this looks and feels like. It looks at how bystanders have a duty to report bullying to an adult and how bullying can affect mental health.</p> <p>RESILIENCE reminds them to remember what is right and wrong and to build the confidence to stand up to bullying and pressure that is forcing them to choose to do things that they know are wrong.</p> <p>RESPECTING OTHERS -BOUNDARIES AND BELIEFS looks at how society is diverse and how tolerance and understanding of others is essential. It talks about how bullying or pressuring others is wrong and may break the law.</p> <p>THE DIGITAL WORLD reminds pupils of internet rules and the use of social media and its age restrictions.</p>	<p>BRITISH VALUES – LAW MAKERS AND ACTIVITISTS reminds pupils that standing by and watching bullying, aggression or negative behaviour is wrong and that this can be punishable by law if the bystander does nothing to help.</p>
<ul style="list-style-type: none"> what a stereotype is, and how stereotypes can be unfair, negative or destructive 	<p>DEALING WITH ADVERSITY allows for discussion about how to cope with negativity from others and where to get help.</p>	<p>BRITISH VALUES – LAW MAKERS AND ACTIVITISTS talks about how treating others unfairly can be breaking the law in some cases.</p>

	RESPECTING OTHERS - BOUNDARIES AND BELIEFS looks at how disrespecting the boundaries and beliefs of others and holding stereotypical views of others may be damaging and affect their health and well-being.	AGEISM teaches children to value the different contributions that older people make to the community. They learn about diversity, especially to see the benefits of living in a diverse community where older people are valued and respected.
<ul style="list-style-type: none"> the importance of permission-seeking and giving in relationships with friends, peers and adults. 	SPEAK OUT STAY SAFE Teaches that children should have the right to say no when they feel uncomfortable.	SPEAK OUT STAY SAFE Teaches that children should have the right to say no when they feel uncomfortable. THE POWER OF LOVE teaches children about how to take the right steps to improve a relationships – how to talk to someone.
<p>Online relationships 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>DEALING WITH ADVERSITY looks at a scenario where an online invitation to meet has been made and to discuss what to do.</p> <p>COMMUNICATING EFFECTIVELY talks about how online relationships may want them to buy, do or 'post' something that is not genuine or safe.</p> <p>RESPECTING OTHERS - BOUNDARIES AND BELIEFS allows for discussion around pressure from online contacts to do, say or act in a way that they know is wrong.</p> <p>THE DIGITAL WORLD reminds them of internet rules and how they can be sure that contacts that they make online are genuine.</p>	BRITISH VALUES – LAW MAKERS AND ACTIVITISTS looks at what to do in a scenario where threatening digital messages are being sent to them.
<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>DEALING WITH ADVERSITY looks at scenarios involving negative digital communication and how to cope, report it, talk to a trusted adult and deal with these. COMMUNICATING EFFECTIVELY reminds pupils that posting unkind or negative comments about others is wrong and that what they say may cause damage to the health and well-being of others.</p> <p>RESPECTING OTHERS -BOUNDARIES AND BELIEFS allows for the opportunity to discuss how we treat others with respect in society and should continue to do this online or digitally.</p> <p>THE DIGITAL WORLD reminds them of 'netiquette' and the rules around using the internet.</p>	BRITISH VALUES – LAW MAKERS AND ACTIVITISTS looks at what to do in a scenario where threatening digital messages are being sent to them.
<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>DEALING WITH ADVERSITY looks at a scenario which prompts a discussion around online safety and risks.</p> <p>COMMUNICATING EFFECTIVELY looks at how they can report or talk to someone they trust about an online contact that is causing them to worry.</p>	BRITISH VALUES – LAW MAKERS AND ACTIVITISTS looks at what to do in a scenario where threatening digital messages are being sent to them.

	<p>RESPECTING OTHERS -BOUNDARIES AND BELIEFS looks at critically examining what they are seeing and being asked to do or say online and how this could present risks. It reminds them who to speak to about concerns.</p> <p>THE DIGITAL WORLD reminds them of 'netiquette' and the rules around using the internet and age limits of social media platforms.</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>DEALING WITH ADVERSITY looks at a scenario which prompts a discussion around online safety and risks.</p> <p>COMMUNICATING EFFECTIVELY raises awareness of what they are being asked to post online by strangers.</p> <p>THE DIGITAL WORLD reminds them of 'netiquette' and the rules around using the internet and reporting abuse, bullying, harassment, trolling or pressure.</p> <p>RESPECTING OTHERS -BOUNDARIES AND BELIEFS looks at critically examining what they are seeing and being asked to do or say online and how this could present risks. It reminds them who to speak to about concerns.</p>	<p>BRITISH VALUES - RIGHTS AND RADICALISATION teaches children that liberty is a right that should be carefully considered.</p>
<ul style="list-style-type: none"> • how information and data is shared and used online. 	<p>DEALING WITH ADVERSITY looks at scenarios where content has been posted online, what can be done about the content and how this content can be negative or damaging.</p> <p>COMMUNICATING EFFECTIVELY looks at how once information is posted then it can remain in the public domain and affect future jobs or relationships.</p>	<p>BRITISH VALUES – LAW MAKERS AND ACTIVITISTS provides the opportunity to discuss the law around data and information that is shared online and digitally and the relevance of Terms and Conditions and reading these.</p>
<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>RESPECTING OTHERS - BOUNDARIES AND BELIEFS discusses respecting others and their beliefs and customs. It talks about sharing information they know or find out about with a trusted adult to keep them and others safe.</p>	<p>BRITISH VALUES – LAW MAKERS AND ACTIVITISTS looks at scenarios involving friends that may be harmful to their well-being and how these may need to be reported to the police.</p> <p>FEELING ANXIOUS looks at how a positive relationship should feel.</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>RESPECTING OTHERS BOUNDARIES AND BELIEFS talks about diversity of culture, race, religion etc in society It talks about sharing information they know or find out about with a trusted adult to keep them and others safe.</p>	<p>BRITISH VALUES – LAW MAKERS AND ACTIVITISTS discusses how laws are there to protect them and keep them safe.</p> <p>SPEAK OUT STAY SAFE talks about secrets and ones that may be harmful and that need to be reported.</p>

	KEEPING MY BODY THE SAME and SPEAK OUT STAY SAFE talks about secrets and ones that may be harmful and that need to be reported.	
<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. 	RESPECTING OTHERS -BOUNDARIES AND BELIEFS discusses that society has diverse beliefs and customs but that practices which break the law or that are unsafe must be reported. KEEPING MY BODY THE SAME reminds them that their body belongs to them and that nobody has the right to touch, change or harm their body.	SPEAK OUT STAY SAFE talks about secrets and ones that may be harmful and that need to be reported.
<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. 		BRITISH VALUES – LAW MAKERS AND ACTIVITISTS discusses how laws are there to protect them and keep them safe.
<ul style="list-style-type: none"> how to recognise and report feelings of being unsafe or feeling bad about any adult. 	COMMUNICATING EFFECTIVELY reminds them how they can report feelings about their safety and well-being. SPEAK OUT STAY SAFE talks about secrets and ones that may be harmful and that need to be reported.	BRITISH VALUES – LAW MAKERS AND ACTIVITISTS discusses how laws are there to protect them and keep them safe. DRUGS and ALCOHOL, SMOKING AND VAPING looks at how they can get help if they are worried about others who are using these substances or if they feel unsafe or are offered these.
<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. 	COMMUNICATING EFFECTIVELY discusses the different ways that we can communicate our worries or concerns to others. SPEAK OUT STAY SAFE encourages children to talk about how they feel with others, and who these people might be.	BRITISH VALUES – LAW MAKERS AND ACTIVITISTS discusses how it is there to protect them and keep them safe and that some issues may need to be reported to the police. DRUGS and ALCOHOL, SMOKING AND VAPING looks at how they can get help if they are worried about others who are using these or if they feel unsafe or are offered these. It reminds them to keep talking to somebody about their concerns until they are heard.
<ul style="list-style-type: none"> how to report concerns or abuse, and the vocabulary and confidence needed to do so. 	COMMUNICATING EFFECTIVELY talks about the variety of ways that they can get their message heard by others if they are feeling unsafe.	BRITISH VALUES – LAW MAKERS AND ACTIVITISTS discusses how laws are there to protect them and keep them safe and that some issues may need to be reported to the police.
<ul style="list-style-type: none"> where to get advice e.g. family, school and/or other sources. 	COMMUNICATING EFFECTIVELY reminds them who they can talk to if they are feeling concerned or worried. SPEAK OUT STAY SAFE discusses where and who to ask for help and advice.	BRITISH VALUES – LAW MAKERS AND ACTIVITISTS discusses how laws are there to protect them and keep them safe and that some issues may need to be reported to the police. Talking to a trusted adult about this is helpful. DRUGS and ALCOHOL, SMOKING AND VAPING looks at how they can get help if they are worried about others who are using these or if they feel unsafe or if they are offered these.

		It talks about how the emergency services can help in an emergency involving these substances. SPEAK OUT STAY SAFE discusses where and who to ask for help and advice.
Physical Health and Mental Well Being		
Mental wellbeing Pupils should know		ORGANISATION OF LIFE talks about how being prepared and organised reduces stress and the effects on mental health.
<ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. 		
<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 humans experience in relation to different experiences and situations. 	MY BODY CHANGES allows for discussion around mood swings in puberty.	MY AMAZING BODY allows for discussion around different feelings and emotions around puberty, growing up and relationships.
<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. 	BODY LANGUAGE AND COMMUNICATION highlights that there are various ways of communicating feelings and emotions to send messages to others. COMMUNICATING EFFECTIVELY discusses various ways of communicating to others and how to take care when expressing themselves online or digitally.	RECOGNISING AND CONTROLLING ANGER looks at how children can manage their emotions and how to express them.
<ul style="list-style-type: none"> how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 	SOCIAL MEDIA – BEING CONFIDENT teaches children how and when to judge what they are saying online and offline is appropriate.	RECOGNISING AND CONTROLLING ANGER looks at how children can manage their emotions and how to express them.
<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. 	SUPPORTING THE COMMUNITY looks at how supporting others and the community is beneficial for their well-being, mental and physical health and that of others.	ORGANISATION OF LIFE talks about how children should manage their time to include some elements of exercise and service to others.
<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. 	THE DIGITAL WORLD looks at screens, digital devices and social media and how too much time spent on this could cause damage to their relationship and health.	ORGANISATION OF LIFE talks about how children should manage their time to include some elements of exercise and service to others.
<ul style="list-style-type: none"> isolation and loneliness can affect children and that it is very important for 		SOCIAL MEDIA looks at how spending time online may increase feelings of isolation.

<p>children to discuss their feelings with an adult and seek support.</p>		
<ul style="list-style-type: none"> • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 	<p>RESPECTING OTHERS - BOUNDARIES AND BELIEFS talks about understanding that there are a variety of different cultures, religions etc in society and that bullying or disrespect may be breaking the law and damaging to well-being.</p> <p>DEALING WITH ADVERSITY looks at scenarios and allows for discussion about what they would do in this situation and how the situation could be damaging to well-being.</p>	<p>SOCIAL MEDIA looks at how social media can be used to bully and how to find support. It also looks at how to ensure social media does not impact mental wellbeing.</p>
<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 someone else's mental wellbeing or ability to control their emotions (including issues arising online). 	<p>SPEAK OUT STAY SAFE discusses where and when to get help if you are feeling uncomfortable with someone else's actions.</p>	<p>SPEAK OUT STAY SAFE discusses where and when to get help if you are feeling uncomfortable with someone else's actions.</p> <p>SOCIAL MEDIA looks at how to find support if social media is impacting your wellbeing.</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>DRUGS and ALCOHOL, SMOKING AND VAPING talks about recognising how they or others they know may be addicted to these substances and how they can be helped with these addictions.</p> <p>FEELING ANXIOUS discusses how this is a common feeling that can be helped by talking and getting early help.</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>LEARNING looks at the different ways that we learn and how the internet is part of our everyday learning.</p> <p>COMMUNICATING EFFECTIVELY discusses the various forms of communication that they use including digital communication.</p> <p>SUPPORTING THE COMMUNITY allows for discussion around how to find out about how they can help the community online.</p> <p>THE DIGITAL WORLD looks at how technology can improve communication for everyone.</p>	<p>SOCIAL MEDIA looks at how social media can be used in lots of positive ways.</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 	<p>THE DIGITAL WORLD reminds them to keep posts positive that they make online and digitally.</p>	<p>SOCIAL MEDIA looks at how social media should be managed to ensure that their well-being is not impacted.</p>

<p>impact of positive and negative content online on their own and others' mental and physical wellbeing.</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>COMMUNICATING EFFECTIVELY looks at communicating with others in the way that they would expect to be treated themselves.</p> <p>RESPECTING OTHERS -BOUNDARIES AND BELIEFS allows for discussion around believing information or carrying out requests made online or digitally that they know are wrong or may break the law.</p> <p>THE DIGITAL WORLD talks about internet safety rules and how to treat those they speak to online or digitally.</p>	<p>THE LAW looks at a scenario involving text messaging and knowing what to do if they receive threatening, abusive or concerning digital posts.</p>
<ul style="list-style-type: none"> • why social media, some computer games and online gaming, for example, are age restricted. 	<p>THE DIGITAL WORLD reminds them about the age limits on social media platforms.</p>	<p>THE LAW allows for discussion around the age limits placed on computer games, social media platforms and online information and how the law can be broken by using these if they are underage.</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>RESPECTING OTHERS -BOUNDARIES AND BELIEFS allows for discussion about the beliefs of others and how they may be expressed online and what to do if they know this information is threatening or harmful.</p> <p>THE DIGITAL WORLD reminds them about internet rules.</p>	<p>SOCIAL MEDIA looks at the effects of bullying online including social media actions.</p>
<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. 	<p>THE DIGITAL WORLD reminds them to be truthful online and allows for discussion around checking that what they receive or read is a fact.</p>	
<ul style="list-style-type: none"> • where and how to report concerns and get support with issues online. 	<p>DEALING WITH ADVERSITY looks at a scenario involving texting and looks at what to do if they feel afraid, unsafe or uncomfortable about anything that has been posted.</p> <p>THE DIGITAL WORLD reminds them where to get help if they need this around any communication they have received online or digitally.</p>	<p>THE LAW allows for discussion about how to get support if they feel that a law has been broken or that they have seen something that concerns them online or digitally.</p>
<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. 	<p>THE HUMAN BODY looks at how our bodies are not designed to be inactive for long periods of time.</p> <p>JUNK FOOD talks about the effect of junk food on mental and physical 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. 	<p>THE HUMAN BODY looks at how they can improve their physical activity in a variety of ways.</p>	
<ul style="list-style-type: none"> • the risks associated with an inactive lifestyle (including obesity). 	<p>THE HUMAN BODY looks at striking a balance between activity and inactivity and how being inactive for long periods of time can be damaging to health.</p>	
<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>THE HUMAN BODY looks at who they can talk to for support with increasing their activity, improving their diet or getting fit.</p>	
<p>Healthy eating Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). 	<p>JUNK FOOD looks at what is classed as junk food and the nutritional content of some junk food that people like to eat. NUTRITIONAL VALUES looks at what nutrients are and discusses eating habits. THE HUMAN BODY looks at how different nutrients are important for the health of our bodies and their organs. THE NHS discusses how looking after our bodies and eating healthily will enable us to live healthier lives without relying on the services of the NHS.</p>	
<ul style="list-style-type: none"> • the principles of planning and preparing a range of healthy meals. 	<p>JUNK FOOD looks at the foods they are eating and how they can take more responsibility for what they eat. It looks at working together as a family to improve food choices. NUTRITIONAL VALUES looks at different diets, different cultures and ingredients and how the importance of a balanced diet is paramount for whatever they eat. THE HUMAN BODY looks at their responsibility to choose foods wisely and eat healthily. THE NHS looks at how eating healthily keeps our bodies and minds fitter and diminishes the reliance on the NHS for health care.</p>	
<ul style="list-style-type: none"> • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and 	<p>JUNK FOOD discusses the health risks of eating too much junk food. It encourages pupils to design an information poster, warning others about junk food. It discusses Diabetes and how eating healthily can help with this disease.</p>	<p>DRUGS, ALCOHOL AND SMOKING discusses the negatives of smoking, alcohol and drugs including overuse of prescription medicines on their bodies.</p>

<p>tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p>	<p>NUTRITIONAL VALUES looks at being increasingly responsible for what they eat and making the right food choices.</p> <p>THE HUMAN BODY discusses peer pressure and influences on their eating habits and the risks these bring.</p> <p>THE NHS discusses how unhealthy food choices causes risks and damage to our bodies and may then result in additional help needed from the NHS.</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>THE NHS looks at how habits and addictions to drugs, alcohol and tobacco can put additional strain on the NHS and that they are responsible for looking after their bodies to keep them healthy.</p>	<p>LAW looks at how smoking, drinking and drug taking can lead to anti-social behaviour, crime and breaking the law.</p> <p>DRUGS, ALCOHOL AND VAPING looks at what drugs are and looks at the ‘positives’ and negatives of smoking, drinking alcohol and drug taking. It looks at the effects they have on the body and the risks associated with these. It discusses how to get help for themselves or others if they are concerned about their health or behaviour.</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>NUTRITIONAL VALUES allows for discussion about what happens to the body if it gets too much or too little of particular nutrients.</p> <p>JUNK FOOD allows for discussion about concerns about their health or that of others because of poor diet choices.</p> <p>THE HUMAN BODY looks at the effects on the body of not eating a balanced diet and illnesses and diseases that this may cause.</p> <p>THE NHS provides an opportunity to remind them that they are there to help them and get support if they are concerned about their health.</p>	<p>DRUGS, ALCOHOL AND VAPING talks about how these can affect the body and cause body changes.</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>DRUGS, ALCOHOL AND VAPING talks about drugs being used to help with sleep. It discusses that these can become addictive.</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>JUNK FOOD looks at how poor food choices can accelerate tooth decay.</p> <p>THE NHS discusses the importance of visiting the dentist regularly and knowing that check-ups are free on the NHS for children.</p>	<p>DRUGS, ALCOHOL AND VAPING talks about the effects of smoking on your teeth.</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>THE NHS discusses the importance of washing their hands to keep bacteria and infections under control, especially when visiting hospitals or care facilities.</p>	
<ul style="list-style-type: none"> • the facts and science relating to allergies, immunisation and vaccination. 	<p>NUTRITIONAL VALUES allows for discussion around food allergies and what to do if someone has eaten something that causes an adverse reaction.</p> <p>JUNK FOOD allows for discussion about how junk food can be cooked, prepared or sold and food allergies may not be considered in these processes.</p> <p>THE NHS provides an opportunity to discuss immunisation against diseases and how the NHS provides these for free.</p>	
<p>Basic first aid Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. 	<p>THE NHS reminds them that 999 is for the Emergency Services and that 111 is the NHS Helpline that they can use for less urgent medical situations or advice.</p>	<p>FIRST AID teaches children basic first aid techniques to save a life including the recovery position and chest compressions.</p>
<ul style="list-style-type: none"> • concepts of basic first-aid, for example dealing with common injuries, including head injuries. 		<p>FIRST AID teaches children basic first aid techniques to save a life including the recovery position and chest compressions.</p>
<p>Changing adolescent body Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 	<p>MY BODY CHANGES talks about how the male and female bodies change during puberty. It discusses mood swings and emotions.</p> <p>KEEPING MY BODY THE SAME talks about the expected changes that puberty will make to the body and how other body changes need to be questioned.</p>	<p>MY AMAZING BODY includes naming parts of the body, learning about the reproductive system and the changes that happen throughout puberty. includes discussing how relationships are built on trust and respect.</p>
<ul style="list-style-type: none"> • about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>MY BODY CHANGES discusses personal hygiene, the menstrual cycle in detail and the key facts about why this happens. It discusses who they can talk to.</p>	