

	Year 3	Year 4	Year 5	Year 6
Families and People Who Care For Me	<ul style="list-style-type: none"> Family tree – definition of a family and a family tree (take into consideration cohort). Family – a group of people going through the world together, often adults and the children they care for. The qualities of good relationships and how relationships with others and sharing interests are important. Having a duty of care towards their family and being active in helping others to get help. Relationships with others looks at what a relationship is and that there are different types of relationships that make up families in their society. Relationships with others looks at what the characteristics of a good relationship is and that there are 	<ul style="list-style-type: none"> Discusses the importance of showing and being treated with respect in their families and society. Keeping my body 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? 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 Keeping my body safe teaches pupils to know what to do if they need help with this. Looking at who they should respect in society and in their families and why. 	<ul style="list-style-type: none"> How families can support them to make responsible decisions about saving money and making future life choices. Know that parents/carers and they have a responsibility to keep themselves healthy and that too much junk food is unhealthy. 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. Discusses how spending time with family is often beneficial and helps them understand that you get out of life what you put in. Keeping my body the same highlights how their body should be cared for and 	<ul style="list-style-type: none"> My body changes discuss personal hygiene, the menstrual cycle in detail and the key facts about why this happens. It discusses who they can talk to. Discusses how family and friends might offer useful guidance about How to write a CV to prepare them for future job and career searching

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	<p>different types of relationships.</p> <ul style="list-style-type: none"> Relationships with others looks at what a relationship, how relationships can be different and what marriage and civil partnership are. 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. 	<ul style="list-style-type: none"> <i>Discusses the importance of respect in society and raises awareness of different relationships, including same sex marriage/partnership.</i> 	<p>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"> Respecting others looks at differences in religion, gender, culture, relationships etc and that families all look different in their society. Respecting others 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. Respecting others 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. Discusses how to practise resilience in relationships and how 	
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			<p>to keep working at them.</p> <ul style="list-style-type: none"> • Respecting others 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. 	
Caring Friendships	<ul style="list-style-type: none"> • Relationships with others 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. • 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 	<ul style="list-style-type: none"> • Respect discusses mutual respect and kindness towards others, regardless of cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability. • Communicating effectively discusses who to talk to when friendships break down or there are problems or worries. • Dealing with adversity discusses a variety of friendship scenarios and talks about solving these or getting help if similar issues arise. 	<ul style="list-style-type: none"> • 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. • Teamwork discusses the qualities needed to be a good team player to work well with others and the trust involved in working as a team. 	<ul style="list-style-type: none"> • My amazing body reminds pupils who they can talk to if a relationship is making them feel afraid or uncomfortable.

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	<p>them feel uncomfortable.</p> <ul style="list-style-type: none"> • To understand that positive Relationships with others will make them feel valued and safe and give them a sense of belonging. • Relationships with others talks about issues with friends and what to do if they are having problems in a relationship. • Respect talks about why we should respect each other and what disrespect looks like and the harm it can cause to relationships and health. • Keeping my body safe looks at who to talk to and trust if they feel afraid or uncomfortable about a friendship that feels inappropriate. • Keeping my body safe reminds pupils who they can trust to talk to and what to do if they feel unsafe or afraid. It talks about what to do if they are not listened to the first time. 		<ul style="list-style-type: none"> • Body language and communication raises awareness that some people have difficulties with understanding or communicating and that caring friends are inclusive of others. • Resilience discusses how they can learn to 'bounce back' after friendship breakdowns or issues. • 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. • Communicating effectively discusses who to talk to when friendships break down or when there are problems or worries. • You get out of life what you put in highlights the importance of solving issues within friendships showing that you care about others and that you have a desire to 	
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			improve relationships.	
Respectful Relationships	<ul style="list-style-type: none"> Helping others to get help discusses how to recognise the feelings of others and what to do to help them. Relationships with others talks about how to recognise damaging relationships and what to do to improve or help with these. 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. 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. Self-image talks about how they perceive themselves and how this affects well-being and happiness. It 	<ul style="list-style-type: none"> 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. 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. 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. Respect talks about how self-respect helps them to have a 	<ul style="list-style-type: none"> Dealing with adversity discusses a variety of scenarios highlighting differences in society and that everyone deserves respect from each other. Respecting others 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. Dealing with adversity discusses scenarios where disrespect is being shown in a relationship and how to report or solve the problem. Resilience looks at how 'bouncing back' and developing a mindset which tackles adverse effects on relationships might 	<ul style="list-style-type: none"> Power of negotiation looks at being considerate and recognising the views, beliefs and possible limitations of others. Respecting others looks at society as a whole and how tolerance, understanding and appreciation of difference is a demonstration of courtesy, respect and good manners. My amazing body discusses talking to those they can trust if they feel uncomfortable about a relationship that they are involved in. This is an opportunity to remind them about self-respect and feelings. 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

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	<p>talks about what to do about a negative self-image.</p> <ul style="list-style-type: none"> • 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. • Anxiety looks at what might cause this feeling, including the behaviour of others and how to cope with this anxiety to feel better. • Helping other 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. • Relationships with others talks about how to recognise unhealthy 	<p>positive self-image and become more able to disregard risks or dangers that they may be tempted to take.</p> <ul style="list-style-type: none"> • Keeping my body safe reminds pupils that their body belongs to them and that they have a right to say 'no' to inappropriate or unwanted touch. • Leadership looks at respecting the decisions and opinions of others who are leaders in a variety of situations. • 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. • Respect looks at the protected characteristics in society and how bullying is unacceptable and may even break the law. It 	<p>help them and others to cope better.</p> <ul style="list-style-type: none"> • Teamwork looks at how working as a team in sport, in school and at work can strengthen relationships and how respect can be improved when working as a team. • 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. • Teamwork talks about how listening to others and considering their views is courteous and promotes a stronger team relationship. • Communicating effectively looks at the characteristics of good communication 	<p>others and they are expected to maintain respectful relationships with those in authority and wider society otherwise they risk breaking the law.</p> <ul style="list-style-type: none"> • The law 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. • The law talks about how treating others unfairly can be breaking the law in some cases.
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	<p>relationships with others and what to do about these.</p> <ul style="list-style-type: none"> • Self-image allows for discussion around how stereotyping can cause negative self-images. • 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>looks at the importance of self-respect and using this model to treat others with respect.</p> <ul style="list-style-type: none"> • 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>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> <ul style="list-style-type: none"> • Resilience develops the idea that a positive self- image and respect for themselves empowers them to make appropriate choices and decisions in life. • Teamwork looks at working as a team in sport, at school or in a job and how positions of authority need to be respected and listened to and how communication in the team is important for relationships. • Respecting others 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. 	
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			<ul style="list-style-type: none"> • 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. • Your get out of life what you put in talks about how they treat others and the relationships that they make will have an impact on their life and happiness. • 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. • 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. 	
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			<ul style="list-style-type: none"> • Respecting others 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. • The digital world reminds pupils of internet rules and the use of social media and its age restrictions. • Dealing with adversity allows for discussion about how to cope with negativity from others and where to get help. • Resilience discusses how there will be times in life when unkind or unfair comments or actions may be made to them and that learning to deal with this situation, find help and 'bounce back' is essential for well-being. • Respecting others looks at how disrespecting the boundaries and beliefs of others and 	
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			holding stereotypical views of others may be damaging and affect their health and well-being.	
Online Relationships	<ul style="list-style-type: none"> Self-image allows for discussion around how stereotyping can cause negative self-images. 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. 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. 	<ul style="list-style-type: none"> Respect talks about self-respect and allows for discussions around online friendships and what they may be being asked to do or say online. 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. Respect looks at how self-respect can prevent them from doing or saying inappropriate things online which may get them into trouble. 	<ul style="list-style-type: none"> Dealing with adversity looks at a scenario where an online invitation to meet has been made and to discuss what to do. Communicating effectively talks about how online relationships may want them to buy, do or 'post' something that is not genuine or safe. Respecting others allows for discussion around pressure from online contacts to do, say or act in a way that they know is wrong. The digital world reminds them of internet rules and how they can be sure that contacts that they make online are genuine. Dealing with adversity looks at scenarios involving negative digital communication and 	<ul style="list-style-type: none"> The law looks at what to do in a scenario where threatening digital messages are being sent to them. The law looks at what to do in a scenario where threatening digital messages are being sent to them. The law looks at what to do in a scenario where threatening digital messages are being sent to them. The law 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>how to cope, report it, talk to a trusted adult and deal with these.</p> <ul style="list-style-type: none"> • 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. • Respecting others allows for the opportunity to discuss how we treat others with respect in society and should continue to do this online or digitally. • The digital world reminds them of 'netiquette' and the rules around using the internet. • Dealing with adversity looks at a scenario which prompts a discussion around online safety and risks. • Communicating effectively looks at how they can report or talk to someone they trust about an online contact that is 	
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			<p>causing them to worry.</p> <ul style="list-style-type: none"> • Respecting others 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. • The digital world reminds them of 'netiquette' and the rules around using the internet and age limits of social media platforms. • Dealing with adversity looks at a scenario which prompts a discussion around online safety and risks. • Communicating effectively raises awareness of what they are being asked to post online by strangers. • The digital world reminds them of 'netiquette' and the rules around using the internet and reporting abuse, bullying, harassment, trolling or pressure. 	
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			<ul style="list-style-type: none"> Respecting others 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. 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. Communicating effectively looks at how once information is posted then it can remain in the public domain and affect future jobs or relationships. 	
Being Safe	<ul style="list-style-type: none"> Relationships with others looks at what a good relationship looks like and what to do if they are not in a good relationship. Relationships with others looks at what a good relationship looks like and what to do if they 	<ul style="list-style-type: none"> Respect looks at how self-respect helps them to decide what is right and wrong and helps them to decide boundaries in their relationships. Respect teaches pupils that self-respect helps them to decide what is appropriate and 	<ul style="list-style-type: none"> Respecting others 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. Respecting others talks 	<ul style="list-style-type: none"> The law looks at scenarios involving friends that may be harmful to their well-being and how these may need to be reported to the police. The law discusses how laws are there to protect them and keep them safe.

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	<p>are not in a good relationship.</p> <ul style="list-style-type: none"> Relationships with others looks at what a good relationship looks like and what to do if they are not in a good relationship. A problem shared is a problem halved looks at scenarios which may help them to recognise feelings of being unsafe and what to do about this. Helping others to get help reminds them that they can ask for help and help others to do this too. Helping others to get help looks at how they can help themselves and others find help and advice if they need it. 	<p>inappropriate behaviour.</p> <ul style="list-style-type: none"> Keeping my body safe 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. Keeping my body safe at speaking up about their worries or concerns. Keeping my body safe at what to say to someone to report concerns about their safety or wellbeing. Keeping my body safe looks at who they can talk to if they feel worried or unsafe. 	<p>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> <ul style="list-style-type: none"> Keeping my body the same talks about secrets and ones that may be harmful and that need to be reported. Respecting others 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. Communicating effectively reminds them how they can report feelings about their safety and wellbeing. Keeping my body the same reminds them that they 	<ul style="list-style-type: none"> The law discusses how laws are there to protect them and keep them safe. The law discusses how laws are there to protect them and keep them safe. Drugs, alcohol and smoking 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. The law 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, alcohol and smoking 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. The law discusses how laws are there to protect them and keep them safe and that some issues may need to be reported to the police.
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			<p>need to report bad feelings or feelings of being unsafe to others that they can trust.</p> <ul style="list-style-type: none"> Communicating effectively discusses the different ways that we can communicate our worries or concerns to others. Keeping my body the same reminds them to keep trying to get help from someone they trust if they are worried or concerned about their well-being or others. Communicating effectively talks about the variety of ways that they can get their message heard by others if they are feeling unsafe. Communicating effectively reminds them who they can talk to if they are feeling concerned or worried. Keeping my body the same reminds them about who they can talk to if they are worried or afraid about their safety or that of others. 	<ul style="list-style-type: none"> The law 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, alcohol and smoking 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.
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<p>Mental Health and Well-being</p>	<ul style="list-style-type: none"> • Stress looks at what stress is, what might cause it and how it can damage mental health. • Relationships with others looks at what qualities a good relationship has and encourages them to talk about how they feel about a relationship • Self-image talks about what self-image is and the importance of having a positive self-image for wellbeing. • Self-worth looks at how to measure self-worth and what effects this has on their well-being. • 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. • 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 	<ul style="list-style-type: none"> • Sleep looks at how this is important for resting the brain and for maintaining their physical and mental wellbeing. • The importance of physical activity looks at the effect this has on our well-being, our body and how we learn. • Screen time looks at the positive and negative effects of using screens and how these may damage their friendships. 	<ul style="list-style-type: none"> • My body changes allows for discussion around mood swings in puberty. • 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. • Resilience talks about how to recognise bullying, teasing and unkindness and to know that this is wrong. It talks about how to learn to manage this, report it and stand up to it. • Supporting the community looks at how supporting others and the community is beneficial for their wellbeing, mental and 	<ul style="list-style-type: none"> • Organisation of life talks about how being prepared and organised reduces stress and the effects on mental health. • My amazing body allows for discussion around different feelings and emotions around puberty, growing up and relationships. • Drugs, alcohol and smoking talks about recognising how they or others they know may be addicted to these substances and how they can be helped with these addictions.
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	<p>measure how they are feeling.</p> <ul style="list-style-type: none"> Relationships with others looks at who they could talk to and the importance of having friends or people you can trust around them. 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. Helping others get help looks at who they can go to if they need support or how they can help others get support. Helping others 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>physical health and that of others.</p> <ul style="list-style-type: none"> You get out of life what you put in looks at the importance of supporting the community and putting effort into projects, events and the environment around you to promote personal well-being. You get out of life what you put in looks at the importance of family and friends and spending time with them to improve their mental health. 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. Respecting others 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 	
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			<p>damaging to well-being.</p> <ul style="list-style-type: none"> 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. Keeping my body safe looks at how to recognise that support may be needed either before or after FGM for themselves or others. 	
<p>Internet Safety and Harms</p>	<ul style="list-style-type: none"> Relationships with others allows for discussion around the benefits and ease of staying in contact with friends and family online or digitally. Self-image allows for discussion about how they view and relate to images that they may see in the media and online and how this can have positive and negative effects on their mental and physical well-being. Self-worth allows for discussion around how spending 	<ul style="list-style-type: none"> Problem solving allows for discussion around how useful the internet can be to find answers to questions or problems. The importance of physical activity looks at how to keep fit and well and how rationing time on screens will help. Screen time looks at the positive and negatives of using technology, how this can become a habit and how to moderate time spent on screens. 	<ul style="list-style-type: none"> Learning looks at the different ways that we learn and how the internet is part of our everyday learning. Communicating effectively discusses the various forms of communication that they use including digital communication. Supporting the community allows for discussion around how to find out about how they can help the community online. The digital world looks at how technology can 	<ul style="list-style-type: none"> The law looks at a scenario involving text messaging and knowing what to do if they receive threatening, abusive or concerning digital posts. 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. 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

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	<p>excessive time online may affect mood, mental and physical health.</p> <ul style="list-style-type: none"> 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. 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. Helping others get help allows for discussion about helping others who may be experiencing problems with online or digital communication. 	<ul style="list-style-type: none"> Sleep discusses how sleep can be disturbed by screen technology affecting their health. Respect looks at how self-respect helps them to be safe when they choose what to post online. Respect looks at how self-respect can help them to decide what to post online or understand what is inappropriate communication. Problem solving discusses how online safety issues and concerns need to be sorted and how to do this. Screen time looks at how some online content can have a negative effect on our well-being. Problem solving discusses how information found online may not be a true representation of the facts and to be aware of this. Problem solving talks about reporting online concerns and 	<p>improve communication for everyone.</p> <ul style="list-style-type: none"> The digital world reminds them to keep posts positive that they make online and digitally. Communicating effectively looks at communicating with others in the way that they would expect to be treated themselves. Respecting others allows for discussion around believing information or carrying out requests made online or digitally that they know are wrong or may break the law. The digital world talks about internet safety rules and how to treat those they speak to online or digitally. The digital world reminds them about the age limits on social media platforms. Respecting others allows for discussion about the beliefs of others and how they 	<p>concerns them online or digitally.</p>
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		who to report these to.	<p>may be expressed online and what to do if they know this information is threatening or harmful.</p> <ul style="list-style-type: none"> • The digital world reminds them about internet rules. • The digital world reminds them to be truthful online and allows for discussion around checking that what they receive or read is a fact. • 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. • The digital world reminds them where to get help if they need this around any communication they have received online or digitally. 	
Physical Health and Fitness	<ul style="list-style-type: none"> • Growth mindset allows for discussion around trying new sports or exercise routines to improve mental and physical well-being. 	<ul style="list-style-type: none"> • The importance of physical activity looks at how much time they spend on being active, what they could do to improve this and how 	<ul style="list-style-type: none"> • The human body looks at how our bodies are not designed to be inactive for long periods of time. 	

		<p>exercise helps them to learn.</p> <ul style="list-style-type: none"> • Screen time looks at how screens can encourage them to lead an inactive and unhealthy lifestyle. • Sleep looks at how this can affect activity and how activity can affect sleep. • 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. • Screen time looks at striking a balance between screen time and activity for the benefit of their health. • The importance of physical activity looks at the negative effects of an inactive lifestyle. • Screen time discusses how too much time spent being inactive can have negative effects on mental and physical well-being. 	<ul style="list-style-type: none"> • The human body looks at how they can improve their physical activity in a variety of ways. • 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. • The human body looks at who they can talk to for support with increasing their activity, improving their diet or getting fit. 	
Healthy Eating		<ul style="list-style-type: none"> • A balanced diet looks at the constituents of 	<ul style="list-style-type: none"> • Junk food looks at what is classed as junk food and the 	<ul style="list-style-type: none"> • Drugs, alcohol and smoking discusses the negatives of smoking,

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		<p>a healthy, balanced diet.</p> <ul style="list-style-type: none"> • Healthy eating looks at the importance of a healthy diet and the nutritional make-up of foods they eat. • The importance of physical activity discusses how eating healthily together with physical activity helps them to keep their body and minds healthy. • A balanced diet looks at the ingredients necessary for a healthy meal and looks at how healthy their diet is. • 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. • The importance of physical activity discusses how eating healthily together with physical activity helps them to keep their body and minds healthy. 	<p>nutritional content of some junk food that people like to eat.</p> <ul style="list-style-type: none"> • 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. • 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 	<p>alcohol and drugs including overuse of prescription medicines on their bodies.</p>
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		<ul style="list-style-type: none"> • Where does my food come from? discusses food safety and how this is important when sourcing and preparing the food they eat to keep their bodies healthy • A balanced diet discusses the risks that eating too much of a particular nutrient can cause to the body. • 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. • 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>responsibility to choose foods wisely and eat healthily.</p> <ul style="list-style-type: none"> • The NHS looks at how eating healthily keeps our bodies and minds fitter and diminishes the reliance on the NHS for health care. • 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. • Nutritional values looks at being increasingly responsible for what they eat and making the right food choices. • The human body discusses peer pressure and influences on their eating habits and the risks these bring. • The NHS discusses how unhealthy food choices causes risks and damage to our bodies and may then result in additional 	
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			help needed from the NHS.	
Drugs, Alcohol and Tabaco	<ul style="list-style-type: none"> Stress looks at how this may cause those around them to drink, smoke or take more tablets or drugs to cope and what they can do to get help or support with this. 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. 	<ul style="list-style-type: none"> Sleep discusses the effect of caffeine and energy drinks on the body. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Law looks at how smoking, drinking and drug taking can lead to anti-social behaviour, crime and breaking the law. Drugs, alcohol and smoking 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.
Health and Prevention	<ul style="list-style-type: none"> Stress allows for the opportunity to talk more about how the body can be affected by stress and how to recognise this in themselves and others. 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. 	<ul style="list-style-type: none"> Healthy eating discusses a balanced diet and nutrients allowing for further discussion about eating too many or too little of these in their diets. A balanced diet looks at the effects of a poor diet on the body. The importance of physical activity allows for discussion about compulsive fitness and exercise 	<ul style="list-style-type: none"> Nutritional values allows for discussion about what happens to the body if it gets too much or too little of particular nutrients. Junk food allows for discussion about concerns about their health or that of others because of poor diet choices. The human body looks at the effects on the body of not eating 	<ul style="list-style-type: none"> Drugs, alcohol and smoking talks about how these can affect the body and cause body changes. Drugs, alcohol and smoking talks about drugs being used to help with sleep. It discusses that these can become addictive. Drugs, alcohol and smoking talks about the effects of smoking on your teeth.

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	<ul style="list-style-type: none"> Stress looks at how important sleep is to lessen the effect of stress on our bodies. 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. 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. STRESS talks about avoiding the overuse of energy drinks which can lead to tooth decay. 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. 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 	<p>and the effects it has on a growing body.</p> <ul style="list-style-type: none"> Sleep looks at the importance of sleep on their bodies and how they can improve their sleep habits. Sleep looks at the importance of sleep on their bodies and how they can improve their sleep habits. Healthy eating discusses how sugary foods can cause tooth decay and dental health problems. A balanced diet looks at the effects of a poor diet on dental health. 	<p>a balanced diet and illnesses and diseases that this may cause.</p> <ul style="list-style-type: none"> 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. Junk food looks at how poor food choices can accelerate tooth decay. The NHS discusses the importance of visiting the dentist regularly and knowing that check-ups are free on the NHS for children. The NHS discusses the importance of washing their hands to keep bacteria and infections under control, especially when visiting hospitals or care facilities. Nutritional values allows for discussion around food allergies and what to do if someone has eaten something that causes an adverse reaction. Junk food allows for discussion about how 	
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	are worried about their health.		<p>junk food can be cooked, prepared or sold and food allergies may not be considered in these processes.</p> <ul style="list-style-type: none"> The NHS provides an opportunity to discuss immunisation against diseases and how the NHS provides these for free. 	
Basic First Aid	<ul style="list-style-type: none"> Helping others get help talks about recognising whether ABC assistance is required and how to call the Emergency Services in an emergency situation. 		<ul style="list-style-type: none"> <i>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.</i> 	
Changing Adolescent Body	<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> My body changes talks about how the male and female bodies change during puberty. It discusses mood swings and emotions. 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. My body changes discusses personal hygiene, the menstrual cycle in 	

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			detail and the key facts about why this happens. It discusses who they can talk to.	
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