

By Brook Valley CE Primary School

Relationships, Sex and Health Education Whole School Overview

(Non-statutory aspects are highlighted in red)

Relationships	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families and people who care about me	Know that families can be different	Know that everyone's family is different	Know that everyone's family is different	Be able to show appreciation for their families, parents and carers	Know why families are important	Explain why it is important to recognise and give respect, that there are different types of family structure (including single parents, same-sex parents, stepparents, blended families, foster parents, multi-generational families).	Be able to recognise when someone is exerting power negatively in a relationship
	Know that people have different homes and why they are important to them	Know that families are founded on belonging, love and care Know that there are lots of different types of families Know about the different people in the school community and how they help	Know that families function well when there is trust, respect, care, love and co-operation How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help	Know that sometimes family members don't get along and some reasons for this Know why families are important Know that everybody's family is different	Know that everybody's family is different Know that sometimes family members don't get along and some reasons for this Begin to understand how to recognise if family relationships are making them feel unhappy or unsafe, and can show that they know how to seek help or advice.		To understand what a healthy, positive relationship looks like To recognise that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong Explain how to recognise if family relationships are making them feel unhappy or unsafe, and they know how to seek help or advice.

Caring friendships	Identify feelings associated with belonging	Understand that their choices have consequences	Know that it is important to listen to other people	Make other people feel valued	Know that their own actions affect themselves and others	Know how an individual's behaviour can affect a group and the consequences of this	Can take positive action to help others Can try to manage conflict within friendships Demonstrate empathy and understanding towards others, including those who can be suffering from loneliness
	Skills to play cooperatively with others	Understand that their views are important	Understand that their own views are valuable	Develop compassion and empathy for others Be able to work collaboratively	Can make others feel cared for and welcome	Consider their own actions and the effect they have on themselves and others	
	Be able to consider others' feelings	Recognise if they feel unhappy or uncomfortable	Know that positive choices impact positively on self-learning and the learning of others	Know that actions can affect others' feelings Use the 'Solve it together' technique to calm and resolve conflicts with friends and family	Be able to help friends make positive choices	Be able to help friends make positive choices	
	Know that being kind is good		Recognise that friendships can go up and down		Can make others feel valued and included		
	Know that they don't have to be 'the same as' to be a friend				Know that there are leaders and followers in groups	To recognise what a good friendship looks like	
	Know different ways of making friends				Know how different friendship groups are formed and how they fit into them		
				Know which friends they value most			

<p>Respectful, kind relationships</p>	<p>Be responsible in the setting</p> <p>Understand how to be kind to others</p> <p>Understand how to show courtesy and manners</p> <p>Begin to understand what bullying is</p>	<p>Understand their own rights and responsibilities with their classroom</p> <p>Understand the rights and responsibilities of a member of a class</p> <p>Recognise ways in which they are the same as their friends and ways they are different</p> <p>Identify what is bullying and what isn't</p> <p>Understand how being bullied might feel</p> <p>Know how to seek help</p>	<p>Understand the rights and responsibilities of class members</p> <p>Know about rewards and consequences and that these stem from choices</p> <p>Explain how being bullied can make someone feel</p> <p>Understand that everyone's differences make them special and unique</p>	<p>Know why rules are needed and how these relate to choices and consequences</p> <p>Know that others may hold different views</p> <p>Be able to 'problem solve' a bullying situation accessing appropriate support if necessary</p> <p>Know that conflict is a normal part of relationships</p> <p>Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry</p> <p>Understand the different forms bullying can take</p>	<p>Know their place in the school community</p> <p>Know about the different roles in the school community</p> <p>Understand why the school community benefits from a Learning Charter and the 3 school promises</p> <p>Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do</p> <p>Know ways to resist when people are putting pressure on them</p>	<p>Understand the rights and responsibilities associated with being a citizen in the wider community and their country</p> <p>Empathy for people whose lives are different from their own</p> <p>Know what to do if they think bullying is or might be taking place</p> <p>To be able to set boundaries within relationships</p> <p>To understand the difference between controlling and assertive behaviour</p> <p>Know how to show manners</p> <p>Understand the importance of self-respect</p>	<p>Be able to compare their life with the lives of those less fortunate</p> <p>Know external forms of support in regard to bullying e.g. Childline</p> <p>Know that bullying can be direct and indirect</p> <p>Know what racism is and why it is unacceptable</p> <p>Know what culture means</p>
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<p>Online Safety and Awareness (see Online Safety Curriculum Overview)</p> <p>(Safer Internet Day – February)</p>	<p><i>Online relationships:</i></p> <p>Name some ways that members of my family talk to each other and other people using the internet.</p> <p>Name an app, a piece of software or a technology that I use or could use to talk to people I know.</p> <p><i>Privacy and Security:</i></p> <p>Identify and name examples of their own personal information.</p> <p>Name people they trust and why.</p> <p><i>Self-Image and Identity:</i></p> <p>Know that I can say ‘no’ / ‘please stop’ / ‘I’ll tell’ / ‘I’ll ask’ to somebody who asks me to do something that makes me feel sad, embarrassed or upset.</p>	<p><i>Online relationships:</i></p> <p>Understand how to ask permission to use technology/do something online.</p> <p>Name the people I know and how I know them, describing what they are like.</p> <p>Describe how I might use the internet to communicate with family or close friends.</p> <p>I can describe ways in which I can try to be kind both offline and online.</p> <p>Understand that different people may have different reactions to different things online.</p> <p><i>Privacy and Security:</i></p> <p>Know the types of data that may be personal to you.</p> <p><i>Self-Image and Identity:</i></p>	<p><i>Online relationships:</i></p> <p>Describe how you might send a message to someone you know using technology.</p> <p>List ways people might use technology to talk to a pen pal, someone in a game, or an agreed adult with supervision.</p> <p>Understand the word consent and give examples when they might ask for permission.</p> <p>Give examples of when they might need to ask for help if something happens online without their consent.</p> <p>Understand the word permission and give examples when they might ask for permission.</p> <p>Give examples of when they might need to ask for, give</p>	<p><i>Online relationships:</i></p> <p>Understand that there are places online that are for sharing interests and can name at least an example.</p> <p>Understand what it means to communicate online.</p> <p>Explain what it means to ‘know’ someone and explain the differences between ‘knowing’ someone online compared to offline.</p> <p>Explain what is meant by trusting someone online.</p> <p>Understand and can explain the difference between trusting and liking someone online.</p> <p>Understand that online communication differs from face-to-face communication and people may act differently online.</p>	<p><i>Online relationships:</i></p> <p>List a number of things I can do to make sure I have a positive and safe experience online.</p> <p>Understand and can explain what is meant by respect.</p> <p>Give examples of how online behaviour is either respectful or disrespectful.</p> <p><i>Privacy and Security:</i></p> <p>Know what the digital age of consent is.</p> <p>Know how to get help if I am unsure about consenting to an online service.</p> <p>Identify the risks posed by over-sharing information online.</p> <p><i>Self-Image and Identity:</i></p> <p>Explain the reasons for and against</p>	<p><i>Online relationships:</i></p> <p>Understand that communication online does not have to be text-based.</p> <p>Understand that the appropriate use of technology-specific communication depends on circumstance and context.</p> <p>Give examples of the online (or offline) communities to which I belong. Describe some of the positive things I do in these communities and explain how my behaviour impacts others.</p> <p>Describe how online communities collaborate and the benefit of doing this.</p> <p><i>Privacy and Security:</i></p> <p>Identify the risks posed by not protecting accounts and information online.</p>	<p><i>Online relationships:</i></p> <p>Understand that reactions to events online can determine the consequences.</p> <p>Understand what ‘boundaries’ are, including online.</p> <p>Understand the concepts of respect and self-respect and give examples of how this can be shown online.</p> <p>Understand how to respect others’ boundaries online, particularly regarding sharing information about them.</p> <p>Understand that sharing online can be positive as well as negative and give examples of both.</p> <p>Understand the term inappropriate, give alternatives, and understand that ‘inappropriate’ might mean different things to different people.</p>
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			<p>people might make themselves look different online.</p> <p>Recognise issues online that might make me feel sad, worried, uncomfortable or frightened.</p> <p>Know who I can ask for help.</p>				<p>uncomfortable or frightened.</p> <p>Know and can give examples of how I might get help, both on and offline.</p> <p>Explain why I should keep asking until I get the help I need.</p>
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Key Theology	<p><i>Explain that most Christians believe that God loves people, that God has always loved them as an individual and always will.</i></p> <p><i>Talk about why other people are special (and how Christians believe that they are created and loved by God).</i></p> <p><i>Talk about what the Christian belief in creation means for how people should value and protect themselves and treat other people.</i></p> <p><i>Describe simply what the word forgiveness means and talk about fresh starts.</i></p>			<p><i>Explain Christian (and other faiths') beliefs in an eternal Love, that cannot be broken, that pre-existed the world and carries on after death.</i></p> <p><i>Link this to the Christian idea of the Trinity and explain what difference it will make to Christians' lives if they believe they have a relationship with this God of eternal love.</i></p> <p><i>Explain the Christian belief in the Fall and talk about how all people can make mistakes and treat others badly.</i></p> <p><i>Explore the consequences of bad behaviour and explain the Christian ideas about repentance, forgiveness, reconciliation and peace.</i></p> <p><i>Explain what faithfulness and commitment means to family, friends, relationships and members of their community.</i></p>			
	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
General Wellbeing	<p>Identify feelings of happiness and sadness</p> <p>Recognise emotions when they or someone else is upset, frightened or angry</p> <p>Know that sharing how they feel can help solve a worry</p> <p>Know that remembering happy times can help us move on</p>	<p>Recognise feelings associated with positive and negative consequences</p>	<p>Recognise own feelings and know when and where to get help</p> <p>Recognise the feeling of being worried</p> <p>Know what relaxed means</p>	<p>Recognise feelings of happiness, sadness, worry and fear in themselves and others</p> <p>Recognise self-worth</p> <p>Recognise feelings associated with receiving a compliment</p>	<p>Identify the feelings associated with being included and excluded</p> <p>Know how to regulate my emotions</p> <p>Have strategies for managing the emotions relating to change</p>	<p>Know how to regulate my emotions</p> <p>Can suggest ways to boost self-esteem of self and others</p> <p>Know that the media, social media and celebrity culture promotes certain body types</p> <p>Understand loneliness and how to cope with it</p> <p>Learn how to judge if they're feelings are</p>	<p>Know how to regulate my emotions</p> <p>Know what they are looking forward to and what they are worried about when thinking about transition to secondary school/moving to their next class</p> <p>Recognise ways they can develop their own self-esteem</p> <p>Use strategies to prepare themselves emotionally for the transition (changes)</p>

						appropriate and proportionate	to secondary school Know what it means to be emotionally well Know that stress can be triggered by a range of things
Wellbeing Online Internet safety and harms (see Online Safety curriculum Overview) (Safer Internet Day – February)	<p><i>Online Reputation:</i></p> <p>Understand that I can put information online for others to see.</p> <p><i>Online Bullying:</i></p> <p>Name different emotions that someone may feel in their online experiences.</p> <p>Recognise that being unkind online can make them feel less pleasant emotions (such as angry, upset, worried and sad).</p> <p><i>Managing Online Information:</i></p> <p>Talk about how I can use the internet to find things out.</p>	<p><i>Online Reputation:</i></p> <p>Understand that information that is shared online can stay there for a very long time.</p> <p>Understand that information about me can be copied by others.</p> <p>Name 3 adults that can help me.</p> <p><i>Online Bullying:</i></p> <p>Recognise that certain behaviours online can upset others.</p> <p>Give examples of behaviours that are unlikely to upset others.</p>	<p><i>Online Reputation:</i></p> <p>Understand that my information can stay online for a very long time and can be seen by others.</p> <p>Know what is ok to share and what isn't.</p> <p>Understand that if I have a worry about something someone else has put online I should talk to a trusted adult.</p> <p><i>Online Bullying:</i></p> <p>Show awareness of the range of emotions that people involved in a bullying situation may feel.</p> <p>Recognise the difference between</p>	<p><i>Online Reputation:</i></p> <p>Understand that I should check the images, news and video results as well as the regular search results.</p> <p>Know that I must always ask before I share information about others online.</p> <p>Name trusted adults that I can go to if I am unsure if information is safe to share.</p> <p><i>Online Bullying:</i></p> <p>Explain how I make sure I am being kind online.</p> <p><i>Managing Online Information:</i></p>	<p><i>Online Reputation:</i></p> <p>Know that not all information about me online may have been posted by me.</p> <p>Understand that people may alter information or put untrue information about me online with or without my permission.</p> <p><i>Online Bullying:</i></p> <p>Understand bullying behaviour can make someone feel upset, hurt or angry.</p> <p>Be aware of online behaviours that may show that someone is feeling upset, hurt or angry.</p>	<p><i>Online Reputation:</i></p> <p>Understand that the information I find may not be accurate.</p> <p>Understand that people may make judgements against others on the information that they find.</p> <p><i>Online Bullying:</i></p> <p>Describe how I would know if something was banter.</p> <p>Identify different support that is available to someone who is being bullied online.</p> <p>Understand if someone is at risk of harm I need to tell a trusted adult.</p>	<p><i>Online Reputation:</i></p> <p>Understand that the information that people find about me will allow them to form an opinion about me.</p> <p>Explain strategies anyone can use to protect their 'digital personality' and online reputation.</p> <p><i>Online Bullying:</i></p> <p>Know some different ways to use technology to protect myself from bullying behaviour.</p> <p>Know it's important to talk to a trusted adult about being bullied online.</p>

		<p>Give examples of behaviours that can make others feel more pleasant emotions (e.g. happy, satisfied, proud, etc.)</p> <p><i>Managing Online Information:</i></p> <p>Know that we can encounter a range of things online including things we like and don't like.</p> <p>Know I can get help if I see content that makes me feel sad, uncomfortable, worried or frightened.</p>	<p>accidental and intentional behaviours that may affect others.</p> <p>Explain reasons why the blame lies with those who display bullying behaviours, not the target.</p> <p>Identify who they can turn to for help and support and recognise some sources of support in different contexts (e.g. school, home, online).</p> <p><i>Managing Online Information:</i></p> <p>Describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable, worried or frightened.</p> <p>Explain the difference between things that are imaginary, 'made up' or 'make believe'</p>	<p>Understand that autocomplete suggestions may not be truthful.</p> <p>Explain how the internet can be used to sell and buy things.</p> <p>Explain the difference between a 'belief', an 'opinion' and a 'fact' and analyse information and differentiate between 'opinions', 'beliefs' and 'facts'.</p> <p>Identify how to get help from a trusted adult if needed.</p>	<p>Understand that someone may try to pretend they are not upset, hurt or angry online.</p> <p><i>Managing Online Information:</i></p> <p>Explain how to evaluate evidence to determine its credibility.</p> <p>Identify how to get help from a trusted adult if needed.</p> <p>Describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites).</p> <p>Describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups, product reviews, influencer use, sponsored results, etc.).</p>	<p>Understand how to block and report posts, images, videos and photos on the different platforms, apps and games that they use.</p> <p><i>Managing Online Information:</i></p> <p>Understand the difference between online misinformation and disinformation.</p> <p>Describe how fake news may affect emotions and behaviour.</p> <p>Understand that some online content may be commercially promoted, content that is sponsored or boosted, and that some influencers or vloggers are paid to promote items.</p>	<p>Make decisions about the suitability of different reporting routes based on context.</p> <p><i>Managing Online Information:</i></p> <p>Explain how and why some people may present 'opinions' as 'facts'.</p> <p>Define influence, manipulation and persuasion and explain how I might encounter these online. Understand how it may be used to influence behaviour.</p> <p>Identify, flag and report inappropriate content.</p> <p>Understand and recognise what misinformation and disinformation is.</p> <p>Know ways to report illegal content on different platforms.</p>
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			<p>and things that are 'true' or 'real'.</p> <p>Explain why some information I find online may not be true.</p>		<p>Describe how fake news may affect someone's emotions and behaviour and explain why this may be harmful.</p> <p>Explain why someone would need to think carefully before they share.</p>		
Physical health and fitness	<p>Can explain what they need to do to stay healthy</p> <p>Recognise how exercise makes them feel</p>	<p>Recognise how being healthy helps them to feel happy</p>	<p>Know what their body needs to stay healthy</p> <p>Understand the risks of an inactive lifestyle</p>	<p>Know how exercise affects their bodies</p> <p>Know why their hearts and lungs are such important organs</p>	<p>Know how exercise affects their bodies</p>	<p>Be motivated to keep themselves healthy and happy</p>	<p>Are motivated to care for their own physical and emotional health</p>
Healthy eating/ Body Image	<p>Can give examples of healthy food</p> <p>Recognise how different foods can make them feel</p>	<p>Know the difference between being healthy and unhealthy</p> <p>Know some ways to keep healthy</p>	<p>Know why healthy snacks are good for their bodies</p> <p>Know which foods given their bodies energy</p> <p>Know how to plan and prepare healthy meals and snacks</p>	<p>Know that the amount of calories, fat and sugar that they put into their bodies will affect their health</p>		<p>Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure</p> <p>Recognise the characteristics of a poor diet</p>	<p>Identity/Gender</p> <p>Identity can change</p> <p>Transgender/Non binary (if appropriate)</p> <p>Changing pronouns</p> <p>Social media pressures</p> <p>Keep a food diary and analyse</p>

<p>Drug, alcohol, tobacco and vaping</p>		<p>Know that all household products, including medicines, can be harmful if not used properly</p>	<p>Know that it is important to use medicines safely</p>	<p>Know that there are different types of drugs</p>	<p>Know the facts about smoking and vaping, and their effects on health</p> <p>Know some of the reasons some people start to smoke</p> <p>Know some of the reasons some people drink alcohol</p> <p>Know the facts about alcohol and its effects on health, particularly the liver</p>	<p>Know the health risks of smoking and vaping</p> <p>Know how smoking tobacco affects the lungs, liver and heart</p> <p>Know some of the risks linked to misusing alcohol, including antisocial behaviour</p>	<p>Know about different types of drugs and their uses, including nicotine addiction</p> <p>Know how these different types of drugs can affect people's bodies, especially their liver and heart</p> <p>Know that being stressed can cause drug and alcohol misuse</p> <p>Know that being stressed can cause drug and alcohol misuse</p>
<p>Health protection and prevention</p>	<p>Oral hygiene - Show someone how people can clean their teeth</p> <p>Can explain how they might feel if they don't get enough sleep</p>	<p>Know that medicines can help them if they feel poorly</p> <p>Know how to keep themselves clean and healthy</p> <p>Know that germs cause disease/illness</p>	<p>Know how medicines work in their bodies</p> <p>Know how to keep safe from the sun</p>	<p>Know that their bodies are complex and need taking care of</p> <p>Explain how to look after their skin in the sun; can explain why this is important and what happens if people do not do this.</p>	<p>Know that personal hygiene is important during puberty and as an adult</p> <p>Demonstrate how to look after their teeth</p>	<p>Know what makes a healthy lifestyle</p> <p>Explain why good sleep and rest are important and what the effects of not getting enough sleep can be</p> <p>Understand risks of sun exposure</p>	<p>Know how to take responsibility for their own health</p> <p>Know how to make choices that benefit their own health and well-being</p>

Basic first aid	To understand which people are there to help in an emergency	Know how to dial 999 and what to say	<p>Know how to respond if there is an accident and someone is hurt</p> <p>To understand whose job it is to keep us safe and how to get help in an emergency, including how to Dial 999 and what to say</p>		<p>Know basic emergency procedures, including the recovery position</p> <p>Know how to get help in emergency situations</p>		<p>Know basic emergency procedures, including the recovery position</p> <p>Know how to get help in emergency situations</p>
Personal Safety	<p>Identify safe and unsafe situations</p> <p>Recognise trusted adults</p> <p>Follow simple safety rules indoors and outdoors</p> <p>Understand what to do in a school fire drill</p>	<p>Identify common hazards at home and at school</p> <p>Know basic road crossing techniques - Walksafe</p> <p>Understand what to do in a school fire drill</p> <p>Understand how to keep safe when travelling in a car, bus or coach</p>	<p>Recognise situations that feel unsafe</p> <p>Explain safe behaviours near railways and why level crossings are important</p> <p>Understand what to do in a school fire drill</p>	<p>Identify and assess everyday risks</p> <p>Understand safe conduct near rivers and bodies of water</p> <p>Understand road safety - Walksafe</p>	<p>Assess risks in different environments</p> <p>Identify dangers linked to electricity and fire</p> <p>Learn basic water rescue principles – Swimming</p>	<p>Understand how behaviour impacts safety and risk level</p> <p>Understand how to keep safe around railways including overhead cables</p> <p>Recognise risks of online scams</p> <p>Risks and management of going to the park/for a walk independently</p>	<p>Recognise peer influence on safety decisions</p> <p>Understand personal responsibility for safety</p> <p>Manage road safety and cycling safety – Walksafe & Bikeability</p> <p>Discuss how to get to and from school safely</p> <p>Risks and management of travelling independently</p>

<p>Developing bodies</p>	<p>Know the names and functions of some parts of the body</p> <p>Know that we grow from baby to adult</p>	<p>Know the names of male and female private body parts</p> <p>Know that there are correct names for private body parts and nicknames, and when to use them</p> <p>Know that changes happen when we grow up</p> <p>Know that animals including humans have a life cycle</p>	<p>Know the physical differences between male and female bodies</p> <p>Know the correct names for private body parts</p> <p>Know that life cycles exist in nature</p> <p>Know how their bodies have changed from when they were a baby and that they will continue to change as they age</p>	<p>Know that in animals and humans lots of changes happen between conception and growing up</p> <p>Know that babies need love and care from their parents/carers</p> <p>Know some of the changes that happen between being a baby and a child</p>	<p>Know that personal characteristics are inherited from birth parents</p> <p>Know the names of the different internal and external body parts</p> <p>Know how the female and male body change at puberty</p> <p>Know that change can bring about a range of different emotions</p>	<p>Revise how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know that babies are made by a sperm joining with an ovum</p> <p>Know that some people need help to conceive and might use IVF</p> <p>Know that becoming a teenager involves various changes and also brings growing responsibility</p>	<p>Revise how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know how a baby develops from conception through the nine months of pregnancy</p> <p>Know how being physically attracted to someone changes the nature of the relationship</p>
<p>Key Theology</p>	<p><i>Show an understanding of key Christian teachings about how they are of great value and worth: "You are fearfully and wonderfully made" (Psalm 139) and "God saw that it was very good" (Genesis 1).</i></p> <p><i>Make a link between these teachings and how people can regard, celebrate and protect their bodies, minds and souls</i></p>			<p><i>Explain the Christian belief about how humans are made in the image of God (Genesis 1:27); how it may be interpreted and lived out in people's regard for themselves and enjoyment of living in their bodies.</i></p> <p><i>Explain the Christian concept of stewardship: that humans have been given a gift that they should take care of and how that might affect the way that Christians look after their own bodies and minds.</i></p>			