RHE CURRICULUM COVERAGE

Relationships Education – by the end of Primary school children should know:

Families and people who care for me Pupils should know • that families are important for children growing up because they can give love, security and stability. • 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. • 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. • 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. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships Pupils should know • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • 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. Respectful relationships

Pupils should know • 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • 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. 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. • 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. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships Pupils should know • that people sometimes behave differently online, including by pretending to be someone they are not. • 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. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.

Being safe Pupils should know • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

Physical health and mental wellbeing – by the end of Primary school children should know:

Mental wellbeing Pupils should know • that mental wellbeing is a normal part of daily life, in the same way as physical health. • 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. • 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. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • 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). • 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.

Internet safety and harms Pupils should know • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • 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. • why social media, some computer games and online gaming, for example, are age restricted. • 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. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.

Physical health and fitness Pupils should know • the characteristics and mental and physical benefits of an active lifestyle. • 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. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating Pupils should know • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco Pupils should know • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention Pupils should know • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid Pupils should know: • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
 Changing adolescent body Pupils should know: • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Knowledge and Skills Progression							
Area							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Humankind: Wellbeing		People's bodies can be hurt in some everyday activities. It is important to follow safety procedures and have adult supervision where there may be dangers, such as crossing a road or near water. People can feel different things and their feelings can be hurt by others saying unkind things. It is important to talk to a trusted adult if hurting, either physically or emotionally. Recognise that people's bodies and feelings can be hurt by the activities, events and people encountered in everyday life and online. If something is proving difficult, there are things that can be done, such as trying a different approach, breaking the problem down into smaller steps, or asking for help. Recognise that there are things that they can do to help when finding things difficult.	some types of physical contact are acceptable and comfortable, such as holding a hand to cross a road or a cuddle from a parent or grandparent. Some types of physical contact are unacceptable and can make someone feel uncomfortable. If this happens, it is important to talk about it with a trusted adult. Identify which kinds of physical contact are acceptable and comfortable or unacceptable and uncomfortable, and how to respond to each. Improving wellbeing can make us feel good, such as playing outside, doing things that are enjoyable or that help others, spending time with family or sleeping well. Recognise that there are different ways to help people feel good.	there are strategies for building positive relationships, including mutual respect, trust, truthfulness, loyalty, kindness, generosity, shared interests and experiences, support with problems and difficulties. Recognise the importance of positive friendships on wellbeing. People may experience positive and negative feelings and it is important to relate appropriately to others' feelings. Relate appropriately to a wide	self respect is having pride and confidence in oneself and behaving in a way that doesn't damage this. It is important to say no to anything that feels uncomfortable or unsafe, including physical contact, and talk to a trusted adult for help. Identify which behaviours positively and negatively affect their physical, mental and emotional health, including the importance of self respect and what kind of physical contact is acceptable. The internet has many benefits, including research, communication and sharing information. It is important to balance time online with other activities for mental wellbeing and there are strategies for managing time online. Demonstrate the positive and negative benefits of the internet and being online for mental wellbeing.	pressure to behave in unacceptable, unhealthy or risky ways can come from friends, family members, school, online contacts or the media. This behaviour may impact on a person's self respect and damage short and long term physical, mental and emotional health. Explain how the pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including peers. Taking care of our mental health is just as important as our physical health. Strategies include good quality sleep, physical exercise or time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends. Recognise that mental health, just like physical health, is part of daily life, and anyone can experience physical or mental ill health.	unwanted contact and some actions, such as female genital mutilation, are forms of abuse and criminal offences. They can have lasting consequences on victims, who may require support from outside agencies, such as Childline and the FGM National Clinical Group. Recognise that people have a right to protect their body from inappropriate and unwanted contact and that some actions, such as female genital mutilation (FGM), constitute abuse and are crimes. Warning signs about mental health and wellbeing can include changes in behaviour, physical appearance, appetite or sleeping patterns. Difficulties with mental health can be resolved with help and support but it is important to discuss feelings with a trusted adult. Recognise that anyone can experience mental ill health.
Unacceptable behaviour		teasing is laughing at someone or saying unkind things about them. This can be either as a joke or deliberately to upset them. Bullying (including cyberbullying) is hurting or frightening someone over a period of time and perhaps forcing them to do something that they do not want to do. Teasing and bullying can have a lasting impact on a person's mental wellbeing and are unacceptable ways to	teasing and bullying are wrong and can have a lasting impact on mental wellbeing. Strategies can be taught to deal with teasing and bullying without resorting to violence, such as assertively asking the perpetrators to stop and walking away. If the problems cannot be solved, it is important to speak to a trusted adult. Recall strategies that can be used to resist teasing or bullying (including cyberbullying) and how to get help.	people may feel a mixture of emotions about an event or thing and find these opposite emotions hard to manage. For example, they may feel very worried and excited at the same time about trying something new. Finding the reasons behind these conflicting emotions, refraining from acting on impulse and seeking help from friends, family or professionals can help people to make good	the effects of teasing and bullying can include anxiety, mistrust, anger, fear, loneliness, low self esteem and worry. These feelings can affect people for a long period of time, even after the teasing and bullying have ended. Describe how teasing and bullying can lead to trust issues, low self esteem and self worth, and that these feelings may persist over long periods of time.	there are different types of bullying and abuse. These include verbal, prejudice based, physical, sexual, racial, emotional and online. These are behaviours that are intended to hurt victims physically or emotionally. It is important to ask for help if bullying or abuse is experienced or witnessed. Help is available from teachers, trusted adults and agencies, such as the NSPCC and	discrimination is treating someone unfairly on the grounds of their gender, sexual orientation, race or age. Teasing is making fun of or provoking someone. Bullying is hurting or frightening someone over a period of time. Aggressive behaviour is acting in a violent, angry way towards someone. These actions can come in many forms, such as cyberbullying, prejudice-based language

			behave. Recognise different types of teasing and bullying and that both types of behaviour are unacceptable.		decisions. Recognise that people experience conflicting emotions that they might need to acknowledge, act on or overcome		Childline. Discuss bullying and abuse in all their forms and ways to ask for help.	and trolling. People who carry out these acts often have low self esteem and self worth. Victims can suffer long term consequences, such as damage to their physical, mental and emotional health and reputation. Examine the nature and consequences of discrimination, teasing, bullying and aggressive behaviours.
Staying safe			Private information includes names, addresses, dates of birth or schools and this information should not be shared online. Any concerns or worries should be reported to a trusted adult. Recognise that some websites ask for private information and discuss how to handle these requests and where to go for help and support. Private things are things that you don't have to tell anyone else. They may only be known to one person or a small group. A person may have private thoughts or opinions or a private place that they like to go. Everyone has the right to privacy, which should be respected by others. Parts of the body are also private. Identify that some aspects of life should be kept private. They do not have to do things that may make them unsafe or worried for themselves or others. There are people they can ask for help and should keep trying until they are heard. Recognise that there are basic techniques for resisting pressure from others. It is important to stay safe. Some ways to stay safe include staying safe in strong sunlight (sun cream, sun hat and sunglasses), crossing roads (stop, look and listen), in the kitchen (not touching hot or sharp objects) and with household chemicals (not touching, drinking or eating). Describe ways to stay safe in some familiar situations.	there are occasions when they should seek permission from another, as well as when others should ask for their permission, such as physical contact, using belongings and going to places. Identify situations when they should ask for permission and also when their permission should be sought. There are rules for keeping physically and emotionally safe, including safety online, responsible use of ICT, differences between secrets and surprises, understanding not to keep adults' secrets, safety in the sun, road safety, cycle safety and safety in the environment (including rail, water and fire safety). Recall rules for keeping physically and emotionally safe. Some websites are not age-appropriate and so it is important to tell a trusted adult about any concerns or worries. Stay safe online by choosing websites that are appropriate to visit (based on the confidence you have in the author(s) of the website) and know where to go for help and support when they have concerns about content or contact on the internet and other online technologies. Hygiene rules include washing hands before handling food, cleaning surfaces, tying long hair back, storing food appropriately and wiping up	there are strategies that people can use to keep themselves and others physically and emotionally safe. These strategies include blocking online users, using pedestrian crossings correctly, taking medicines correctly, using household products safely and sharing worries with a trusted adult or organisation. Demonstrate strategies for keeping physically and emotionally safe, including road safety and safety in the environment. Images and data should not be shared online without the permission of the owner. Personal information, such as full name, age, school and address, should not be shared online. Describe simple rules for sharing images and data safely. Light from the Sun is damaging for vision and the skin. Protection from the Sun includes sun cream, sun hats, sunglasses and staying indoors or in the shade. Explain why light from the Sun can be dangerous. First aid is the help and treatment given after an accident has happened. An allergy is a reaction the body has to a particular food or substance. An allergic reaction can occur from a bite or sting. Most allergic reactions can be controlled with antihistamines. Severe reactions can occur and need urgent treatment and the emergency services should be contacted by ringing 999 or 112. Explain what is meant by first aid. Discuss or role play first	personal information includes a person's full name, password, address, phone number and photographs. It is important not to share these online as it can make it easier for someone to steal someone's identity. Knowing someone online is different from knowing someone face to face. Explain the importance of protecting personal information when online. Technology can have positive influences on health, such as enabling people to hear using a hearing aid or helping doctors to diagnose or treat illnesses using special machines. Both mental and physical health can be negatively influenced by technology. Technology can have positive influences on the environment, such as using systems to monitor and control energy usage. Negative influences on the environment include contributing to pollution by travelling and using a lot of power. Identify the positive and negative influences of technology on health and the environment and how to protect themselves. The signs of an asthma attack are coughing and wheezing, difficulty breathing or speaking, blue lips and panic. The treatment for a mild asthma attack includes taking slow breaths and using an inhaler. The signs of a head injury are a wound or swelling on the head, headache, sickness, dizziness, drowsiness and loss of memory. The treatment for a	responsible use of a mobile phone includes keeping it safe and protected, using it sensibly by setting time limits, turning it off at night and protecting it with a passcode. Safe use involves not divulging personal information and appropriate distribution of images and messages. Discuss the responsible use of mobile phones and other mobile devices. Digital content can affect others and be available to anyone. Digital content is traceable, which means it can be tracked to the person who created it. To stay safe, it is important to discuss technology use with a trusted adult. Discuss the impact that digital content can have and why it is important to discuss their use of technology with an adult. When an accident has happened, it is important to alert an adult; children should only give first aid treatment if they cannot be hurt themselves and no adult is available to take charge of the situation. Severe bleeding can be a medical emergency, needing urgent treatment so 999 or 112 should be called. During an emergency call, it is important to speak clearly and not too fast, providing the location of the incident so the emergency services can attend as quickly as possible. Understand when they should give first aid, and discuss or role play first aid concepts for incidents of bleeding, identifying when the emergency services might be required and what to say.	A dare is a request from another person to carry out an act that feels uncomfortable, shameful or is against the law. Everyone has the right to refuse to carry out any act that can be harmful to physical, emotional and mental wellbeing. Recognise and manage dares. The benefits of devices broadcasting the user's location and passing on personal information include improved customer service, allowing organisations to analyse data and improving the quality of applications. Risks include identity theft, cyberstalking, victimisation and threat to privacy. Identify the benefits and risks of devices broadcasting the user's location and of giving personal information to different organisations. In an emergency situation when someone is hurt, unresponsive or has become ill it is important to make sure you and others are safe, find out how the injured person feels and what condition they are in, comfort and reassure the injured person and give necessary first aid and seek medical help if required. A 999 or 112 call involves telling the call handler which emergency service is needed, the address or location of the incident and phone number, staying calm, speaking clearly and staying on the line, remembering that the call handler is there to help so there is no need to be afraid. Explain or role play

			spills. Work safely and hygienically in construction and cooking activities.	aid concepts, such as allergies, bites and stings.	mild head injury includes a cold compress to the injured area. In severe cases of an asthma attack or head injury, the emergency services should be contacted by ringing 999 or 112. Discuss or role play first aid concepts for head injuries and asthma attacks.		concepts of basic first aid for a range of common injuries, including bites and stings, allergic reactions, asthma attacks, head injuries, bleeding and choking. Explain what to do in an emergency situation and the steps required to make an emergency call to 999 or 112.
Setting goals		Strengths are things that we are good at, such as football, art or dancing. Goals are things that we are aiming to achieve, such as joining a football team, learning a new painting technique or performing in a show. Identify strengths and set simple but challenging goals.				people can work collaboratively by modelling respectful behaviour; listening carefully to each other, sharing ideas and expertise, compromising, completing their roles effectively and making joint decisions. Demonstrate how people can work collaboratively to achieve shared goals.	
Digital citizenship			digital footprint is the information that exists on the internet, following a user's online activity. Recognise that information put online leaves a digital footprint.	as with face to face communication, online communication should be done respectfully and responsibly, considering the impact on others. Compose clear and appropriate messages in online communities	appropriate behaviour when contributing to collaborative online projects includes consideration towards others, awareness of copyright and keeping personal data safe. Identify appropriate behaviour when contributing to collaborative online projects for learning.		digital content may have been edited online by anyone, and so it is important to verify content against other independent or reputable sources. Recognise that digital content can be edited online.
Communication		digital technology is used in all parts of everyday life, such as using a tablet to play a game or a microwave to heat food. Some of this digital technology can be used to connect with others locally, such as sharing digital work in the classroom, or globally, such as using Skype on a computer to speak to a friend overseas. Explain simply that digital technology can be used to connect with others locally and globally.	digital technology, such as email, social media platforms or blogs, can be used by individuals to communicate and connect with others but should be used appropriately, including using language that is not hurtful or disrespectful to others, having adult supervision or following the school's acceptable use policy. Use digital technology appropriately to communicate and connect with others locally and globally.	advantages of communicating electronically are that it is available at any time, instant and global. Disadvantages include easier misunderstandings, people pretending to be someone they are not, lack of privacy (once something is published online, it cannot be removed) and a threat to personal safety (access to personal information). Concerns should be reported to a trusted adult. Explain the advantages and disadvantages of communicating electronically and strategies for preventing issues.	cyberbullying is bullying using technology, such as social media or gaming networks and can involve teasing, name calling, harassment, deliberate exclusion, threatening or being undermined. A trusted adult or child safety organisation should be contacted if there are any concerns or worries. A trusted adult can provide help and support or contact the police if needed. Explain actions to report and prevent cyberbullying	working online requires a level of responsibility and strategies to stay safe, including protecting private information and accounts. This enables people to protect themselves and others from potential online dangers, inappropriate behaviour and bullying. Any concerns should be reported to a trusted adult, the police or child protection organisations. Demonstrate appropriate online behaviour and apply a range of strategies to protect themselves and others from potential online dangers, inappropriate behaviour and bullying.	knowing someone online is not the same as knowing them face to face. People online are not always who they say they are and may use intimate images or content inappropriately. Once something is online, it is not under the user's control and can be made public. Using offensive language can affect others negatively and is a form of bullying called 'trolling'. Privacy and personal boundaries are important when communicating with others online. Recognise that sending intimate images and content and using offensive language online is a risk, has a permanent online trail (digital footprint) and is not appropriate behaviour.
Healthy lifestyle		A healthy lifestyle includes doing things to maintain both physical and mental health, such as a balanced	healthy lifestyle includes doing things to maintain both physical and mental health. These	eating a balanced diet has many health benefits. Short term benefits include maintaining a healthy	balanced lifestyle involves regular exercise, a healthy diet, rest, good dental hygiene, fulfilling	lifestyle choices, such as what diet to eat, whether to take regular exercise, good quality sleep and	there are a wide range of good habits that support

		diet, regular exercise, good bodily and oral hygiene, limiting screen time, recognising and talking about emotions and good quality rest and sleep. State what constitutes a healthy lifestyle. Wearing sunscreen, a sun hat and sunglasses can protect the skin and eyes from sun damage. Too much sun can cause sunburn and lead to skin damage and skin cancer. Recognise the importance of staying safe in the sun. Hand washing and good hygiene are important parts of a healthy lifestyle and prevent the spread of germs. Explain why hand washing and cleanliness are important.	include eating a balanced diet, building regular exercise and physical activity into their routines, good bodily and oral hygiene, limiting screen time, recognising and talking about emotions and good quality rest and sleep. Inactive lifestyles can increase the risk of obesity and obesity-related illnesses. Explain how to maintain a healthy lifestyle and the risks associated with an inactive lifestyle. A healthy lifestyle includes exercise, good personal hygiene, good quality sleep and a balanced diet. Risks associated with an unhealthy lifestyle include obesity, tooth decay and mental health problems. Describe the importance of a healthy lifestyle, including exercise, a balanced diet, good quality sleep and personal hygiene. It is important to care for our mouths and teeth. We can do this by visiting the dentist, brushing our teeth correctly and regularly and eating food and drink that support dental health. Explain the importance of good dental hygiene	weight and having more energy. Long term benefits include living a longer life and reducing the risk of diseases and other health conditions, such as tooth decay, obesity, cancer, diabetes and cardiovascular disease. Take opportunities to make choices about food by planning healthy meals and eating nutritionally rich food. Understand the risks associated with not eating a healthy diet. Humans have to get nutrition from what they eat. It is important to have a balanced diet made up of the main food groups, including proteins, carbohydrates, fruit and vegetables, dairy products and alternatives, and fats and spreads. Humans need to stay hydrated by drinking water. Explain the importance and characteristics of a healthy, balanced diet. Short sun exposure helps our bodies to produce vitamin D, which helps the body to build stronger, healthier bones. Overexposure causes skin damage, eye damage and health problems, such as heat stroke and skin cancer. Explain the benefits of sun exposure and the risks of overexposure.	relationships and a variety of activities and experiences. These contribute towards having good physical and mental health. Recognising early signs of physical illness can include changes in appetite, weight loss or gain, tiredness or weakness, consistent pain or changes to mental health. Discuss the concept of a balanced, healthy lifestyle and the benefits of having good physical health. Regular exercise benefits both physical and mental health. Regular activity can include walking to the shops or cycling to school. Explain the benefits of an active lifestyle and recognise opportunities to embed regular exercise into their normal routines. Assign Regular teeth brushing, limiting sugary foods and visiting the dentist are important for good oral hygiene. Describe what damages teeth and how to look after them.	what activities and pastimes to engage in, can have a positive, neutral or negative impact on physical and mental health. There can be short or long term effects on health. For example, smoking causes bad breath and stained fingers in the short term. Long term problems include lung cancer and heart disease. Explain how lifestyle choices can have a positive, neutral or negative impact on physical and mental health. Good quality sleep is important for a healthy and productive lifestyle. A regular bedtime routine can support good sleep and includes going to bed and getting up at the same time, clearing the mind of distractions, having no access to digital devices in bed, relaxation exercises and taking a warm bath. Lack of or poor quality sleep can impact on the body, feelings, behaviour and the ability to learn. Understand the importance of how sleep contributes to a healthy lifestyle. Good personal hygiene (washing, wearing clean clothes and brushing teeth) can prevent disease or illness. Puberty is the period during which adolescents reach sexual maturity and become capable of reproduction. It causes physical and emotional changes. Explain why personal hygiene is important during puberty.	a healthy lifestyle for physical and mental wellbeing. These include a healthy diet with nutritionally rich foods, physical activity, good quality sleep, good bodily and oral hygiene, time spent outdoors (considering the risk of overexposure to the sun), hobbies and interests, spending time with friends and family and managing time spent online. Explain comprehensively all aspects of a well balanced, healthy lifestyle. Lifestyle choices can have a positive (exercise and eating healthily) or negative (drugs, smoking and alcohol) impact on the body. Explain the impact of positive and negative lifestyle choices on the body. Medicines (legal drugs), vaccinations and immunisation, when used responsibly, contribute to health. For example, some diseases can be controlled through vaccination (seasonal flu vaccine), and others can be controlled through medication, such as antihistamines for allergic reactions. Describe the use of medicines, vaccinations and immunisation for supporting good health.
Personal hygiene		Personal hygiene is important to prevent germs from getting into the body and causing illness. Washing hands before eating and after going to the toilet is important in preventing the spread of germs. Good dental hygiene means brushing teeth twice a day using fluoride toothpaste, visiting the dentist regularly and limiting sugary drinks and snacks. Recognise the importance of personal	many diseases, such as colds and flu, are caused by germs spreading from one person to another. Germs can spread to other people via surfaces, such as door handles and tabletops. To prevent this spread, it is important that hands are always washed before eating and after going to the toilet. Some diseases can be controlled by medicines, including vaccinations and immunisation.	simple routines can contribute to good personal hygiene and reduce the spread of bacteria and viruses. These routines include regularly washing hands, covering your mouth and nose when you sneeze or cough and bathing or showering regularly. Recognise that simple hygiene routines can reduce the spread of bacteria and viruses.	personal hygiene involves keeping yourself clean and preserving health. This can include showering or bathing regularly, using deodorant, flossing and brushing teeth twice a day and changing clothes regularly. Neglecting personal hygiene can result in poor dental hygiene, unpleasant body odour and the spread of diseases. Discuss how individuals can become responsible for their personal hygiene and	puberty is the time when a person develops from a child into an adult because of changes in their body that make them able to have children. During puberty, skin can become oily, facial hair and pubic hair start to grow and sweating and body odour can increase. It is especially important to keep good personal hygiene during puberty. There are places to get more information, help and advice about	bacteria, viruses and fungi are types of microorganism (living things that are so small they can only be seen using a microscope). They can be helpful or harmful. Simple hygiene routines can limit the spread of microorganisms, such as hand washing and sneezing into a tissue before disposal. Some vaccines and medicines can help manage

		hygiene and how to maintain it.	Demonstrate how some diseases are spread and can be controlled.		the consequences of neglecting personal hygiene.	growing up and changing. Understand the increased importance of personal hygiene during puberty	microorganism infections. Understand that bacteria, viruses and fungi are types of microorganism that are found everywhere and can affect health in positive and negative ways.
Creativity: **Speaking listening and sharing**			people have different opinions, feelings and views. It is important to be able to express these views, as well as being respectful of others, to have successful relationships. Demonstrate that they can share opinions and feelings and explain views through discussions with one other person and the whole class	using specific vocabulary (slightly frustrated, completely let down or very isolated) can describe the range and intensity of feelings to others. Extend their vocabulary to explain the range and intensity of their feelings to others.	people's thoughts, feelings and responses to a circumstance or event may be different. It is sometimes important to challenge others' points of view in a calm, fair, well-mannered and constructive way. Listen and interpret other people's feelings and opinions and try to understand, respect and constructively challenge others' points of view.	disputes and conflicts are disagreements between people with opposing views. Strategies to resolve disputes can include identifying the problem, choosing and implementing a course of action and evaluating the outcome. Choose appropriate strategies to resolve disputes and conflict	constructive feedback is supportive guidance that is given to help people strengthen their areas for development. Strategies for providing constructive feedback include giving a 'feedback sandwich' (positive comment, area for improvement and positive comment), using the passive voice and giving specific areas for improvement. Explain the benefits of giving and receiving constructive feedback and support
Vocabulary		good feelings can be described as happy, glad, joyful, loved, cheerful and content. Not so good feelings may be sad, upset, miserable, scared, frightened, worried, tired and angry. It is important to be able to express feelings to others, understand that feelings are normal and work out strategies for managing them. Select vocabulary to describe feelings.	having different feelings is a normal part of life and people react to their feelings in different ways. There are many strategies for managing feelings, such as resting, spending time with family or friends, taking a deep breath, moving away from the situation and calming down before trying to discuss the cause of feeling angry. Discuss good and not so good feelings and develop simple strategies for managing feelings.	A habit is something helpful or harmful that a person does regularly. Habits can be difficult to break because they may have advantages, rewards or enjoyable consequences. For example, exercising regularly is helpful and becomes a habit because people enjoy the health benefits. Smoking is a harmful habit that is addictive because cigarettes contain nicotine. Explain the term 'habit' and recognise why habits are hard to change			
Investigation: **Issues, evidence and ideas**		People can be unkind sometimes. It is important not to be unkind in return. Try to keep calm and consider other people's points of view. Respond by discussing the problems and seek help from a trusted adult if unable to solve them. Identify times when people are unkind and understand how to respond, including online.	rules are needed to help people live and work together safely and effectively. They should be decided on and agreed to as a group. They involve how people should behave, treat other people, treat other people's possessions and keep themselves and their environment safe and clean. Construct and follow group, class and school rules and understand how these rules help individual pupils and the school community.	there are many ways to resolve differences with others. These include looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. Demonstrate ways to resolve differences.	interdependence means depending on each other. Members of the school community need to listen and respond to each other constructively and positively, treating each other with kindness and respect. Discuss the interdependence of members of the school community.	debate is a serious discussion of a subject in which many people take part. In a debate, facts and opinions are used to support a viewpoint. Topical issues might include global warming or whether a school uniform should be worn. Debate topical issues, problems and events that are of concern to them as individuals and to society.	stereotype is a prejudged belief about a particular person or group of people that is made without knowing them. Forming stereotypes of people can be hurtful and may lead to bullying and hate crimes. Recognise and challenge stereotypes.
media		Media is any way of getting news. It can include newspapers, the internet, magazines, television or radio. The internet and digital devices can be used safely to find things out and to communicate with	the media can influence how people feel and behave. For example, a news report about the effects of littering might encourage people to put litter in the bin or recycle. Not all information seen	adverts attempt to make people buy products by influencing their views, feelings and behaviour. Words, images, music, design, slogans and promises are devices that are used in advertising to influence	mages in the media can be manipulated and selected to give a false reality, such as having smoother skin or a different body shape. This can affect how some people feel about themselves and	The media can inform the public about important issues but may present an unbalanced view or give mixed messages. This can influence people's views, feelings and behaviour. Critique how the media	information presented on social media may be untrue, exaggerated or written to create a response. For example, 'flaming' is writing deliberately

			others. Identify different types of media and how it is used in everyday life.	in the media is true and sometimes people may not be who they appear to be. Recognise that the media can influence personal views, feelings and behaviour	people. Discuss how advertising can influence personal views, feelings and behaviour, including those about unhealthy foods, drugs, smoking, vaping and alcohol.	they may aspire to look that way in real life. Explain how images in the media and online do not always reflect reality and can affect how people feel about themselves.	presents information, including mixed messages about drugs, alcohol and smoking or vaping.	offensive comments to provoke reactions in others. It is used by some people on social media to create arguments and controversy. Explain how information contained in social media can misrepresent or mislead and how information can be targeted at specific individuals based on previous search history.
networks			computers and devices can be linked in different ways, such as through a network, the internet and Bluetooth. This allows for the sharing of resources. Recognise that computers can be linked to share resources and digital content can be stored, organised and retrieved.	when work is saved, it is stored on a storage device, such as the computer's hard drive, a USB flash drive, a shared server or online. This work can then be retrieved from another device (except if it is saved on the computer's hard drive). Recognise that saved work can be retrieved from another device on the same network		computer networks are made up of computers that are connected by cables, fibres or wireless links. Each network can only be accessed by computers within their network, such as in school or at home. The internet network can be accessed by anyone. Compare the ways in which work can be shared on a school network with the way	the positives of communicating online include the speed, low cost and ability to communicate globally. The negatives of communicating online include the threat to privacy, influencing of others, access to technology and anonymity. Name some of the positives and negatives of communicating with others online.
Materials: Consumers		Some everyday products in our homes can be harmful if not used properly. These include: medicines; cleaning products, such as bleach and washing powder and pesticides. It is important not to touch these products and only use them under adult supervision when necessary. Recognise that household products, including medicines, can be harmful if not used properly.	eople sometimes put substances onto or into their bodies. They can make the person feel good or not so good. Sometimes these substances are harmful. Identify that there are harmful substances that people can put into their body or on their skin.				Some substances and drugs are legal to possess and use (tobacco and alcohol) and others are illegal to possess and use. Some people choose to use drugs, while others do not. There are organisations that can support people concerning alcohol, tobacco, nicotine and other drugs. Identify which commonly available substances, legal drugs (alcohol, tobacco, e-cigarettes and energy drinks) and illegal drugs can risk their immediate and future health and safety. Gambling is taking part in a game in which you risk your own money in order to win more money or a prize. Gambling includes scratch cards and horse racing. Gambling can develop into an unhealthy obsession and can have serious consequences on people's health, wellbeing, emotions and future aspirations. There is support available for people struggling with gambling problems. Identify the risks of online gaming and gambling, the different ways that money can be won or lost through

						gambling-related activities and their impact on health, wellbeing and future aspirations
Nature: **Rights of others**		rights are things to which all people are entitled. These include the right to life, food, water, housing, protection and sharing our opinions. We are all responsible for protecting these rights. Recognise that people and other living things have rights.				
Nutrition		Fruit and vegetables are an important part of a healthy diet. It is recommended that people eat at least five portions of fruit and vegetables every day. Select healthy ingredients for a fruit or vegetable salad.	healthy diet should include meat or fish, starchy foods (such as potatoes or rice), some dairy foods, a small amount of fat and plenty of fruit and vegetables. Describe the types of food needed for a healthy and varied diet and apply the principles to make a simple, healthy meal.	here are five main food groups that should be eaten regularly as part of a balanced diet: fruit and vegetables; carbohydrates (potatoes, bread, rice and pasta); proteins (beans, pulses, fish, eggs and meat); dairy and alternatives (milk, cheese and yoghurt) and fats (oils and spreads). Foods high in fat, salt and sugar should only be eaten occasionally as part of a healthy, balanced diet. Identify the main food groups (carbohydrates, protein, dairy, fruits and vegetables, fats and sugars).	healthy snacks include fresh or dried fruit and vegetables, nuts and seeds, rice cakes with low-fat cream cheese, homemade popcorn or chopped vegetables with hummus. A healthy packed lunch might include a brown or wholemeal bread sandwich containing eggs, meat, fish or cheese, a piece of fresh fruit, a low-sugar yoghurt, rice cake or popcorn and a drink, such as water or semiskimmed milk. Design a healthy snack or packed lunch and explain why it is healthy.	balanced diet gives your body all the nutrients it needs to function correctly. This means eating a wide variety of foods in the correct proportions. Evaluate meals and consider if they contribute towards a balanced diet.	eating a balanced diet is a positive lifestyle choice that should be sustained over time. Food that is high in fat, salt or sugar can still be eaten occasionally as part of a balanced diet. Plan a healthy daily diet, justifying why each meal contributes towards a balanced diet.
Place and space: **Diversity**		Unique means being the only one existing of its type. Every person in the world is unique as there is only one of them. There are some things that many people have, such as two legs, two arms, two eyes, a nose and a mouth. There are also many differences between people, such as appearance, thoughts, feelings, family and friends. It is these things that make us unique. Recognise that each person is unique and that there never has been and never will be another 'them'.	people have many similarities and differences. These can include family background, school, appearance, community, religious beliefs, culture and life experiences. All people, including themselves, should be treated with kindness, compassion, courtesy, manners and respect, regardless of differences. Identify the similarities and differences between people and give some examples of the ways in which people can be similar or different.	different family structures include single parents, same-sex parents, step-parents, blended families, foster parents and adopted parents. A positive family life has caring relationships. Recognise that families can look different from their own but all families should care for one another. An identity is who a person is or their qualities. National identity means belonging to a nation or country, such as being English or Indian. A regional identity means belonging to a part of a country. A religious identity means belonging to a religion, such as Buddhism or Islam. An ethnic identity is a sense of belonging based on a person's cultural heritage, traditions, language and ancestry, such as indigenous peoples (people who were the original settlers of a place). Describe and reflect upon some	marriage is a commitment freely entered into by two people. Each person makes promises that are legally binding. A civil partnership is a legal relationship between two people that gives them the same rights as people who are married. It is also important to remember that people can have committed relationships without going through a legal marriage or civil partnership ceremony. Recognise that civil partnerships and marriages are examples of a public demonstration of the commitment made between two people who love and care for each other, want to spend their lives together and who are of the legal age to make that commitment. People can have committed relationships without going through a legal marriage or civil partnership ceremony and may also live	nobody should marry if they are not making the decision freely or if they do not want to marry. Forcing anyone to marry is a crime. Support is available from charities and helplines. Recognise that forcing anyone to marry is a crime and that support is available to prevent forced marriage. Stereotypes and prejudices can be challenged peacefully and constructively. Stereotyping can be spoken or implied, for example, using 'All…' or 'Every…' Challenge their own and others' stereotyping or prejudiced viewpoints.	different family structures include single parents, same-sex parents, step-parents, blended families, foster parents and adopted parents. Families of all types can give family members love, security, stability and commitment. Recognise and respect that there are different types of family structure and that regardless of structure, a healthy family life has common characteristics. Negative impacts of stereotyping and prejudice can lead to personal and social damage. Explain and offer a considered viewpoint on the negative impacts of prejudice and stereotyping on communities and individuals.

				of the similarities and differences between the social, religious or cultural aspects of different communities.	apart. Prejudice is a preconceived opinion that is not based on reason or actual experience. A stereotype is an oversimplified image or idea of a particular type of person or thing. Explain and understand the meaning of the terms 'prejudice' and 'stereotype' and begin to recognise the negative consequences of both.		
Digital world		software available online, such as email, social media platforms or blogs, can be made by individuals to communicate their ideas. Understand that there are online tools that can help people to create content and communicate.	the internet is used to connect computers or devices around the world. The internet is an important part of life for many people. However some people spend too much time on devices, which can have a negative impact on people's mental and physical health. Recognise some uses of the internet, in simple terms and some of its benefits and drawbacks.	different software, websites and apps can be used to collaborate and communicate online. Each one has different terms and conditions that need to be followed to stay safe, such as age restrictions. Use appropriate tools (software, websites and apps) to collaborate and communicate safely online.	there are various forms of online communication, such as email, blogging, vlogging and video chatting. Online communication should be used responsibly, remembering that online actions affect other people and there are rules that need to be followed. Exchange online communications with other learners, adding and responding to comments, such as in a blog.	online collaborative projects can be shared with different permission settings, such as who can view, edit or comment on the documents. Privacy settings can be restricted to those who are invited, those who have access to the link or can be made open to the public. Create an online collaborative project for a specific purpose, sharing documents and appropriately setting permissions for other group members.	there are a wide variety of online communication platforms, such as social media, blogs, vlogs, email or messaging, which have different available features, including the option to comment. It is important to be aware of security settings, such as age restrictions or property rights. Exchange online communications, making use of a growing range of available features and being aware of security settings.
Place in the world					most activities have some element of risk. It is important to assess the risks involved and manage them appropriately. For example, this may include wearing a cycling helmet and high visibility jacket when cycling. Predict and assess risks in different situations and decide how to manage risk.	rules and laws are made to protect members of society. Different rules and laws are needed in different situations. For example, there are laws surrounding the possession, use and selling of illegal drugs. There are consequences of not following rules and laws, such as fines or imprisonment for breaking different laws. Recognise how and why rules and laws that protect them and others are made and enforced.	
Real world		technology is used in many ways to do different jobs, such as using an interactive whiteboard in the classroom, using a tablet to do online shopping at home or using scanners in a shop in the community. Recognise the ways digital technology can be used in the classroom, home and community.	digital technology is used in everyday life and can be used to support learning and connect with others. Recognise why digital technology is used in the classroom, home and community	digital technology can be used for a range of purposes in different settings, such as using a tablet in the classroom to access educational material, in the home to access entertainment and in the community to share local news. Use digital technology in different ways in the classroom, home and community.	digital technology can be used in different ways and settings to achieve a specific goal, such as using data collection in the community and home to answer a classroom based question. Use digital technology in different ways in the classroom, home and community to achieve a set goal.		
Comparison: Compare and contrast		surprise is something unexpected. This might be a nice surprise, like a birthday party or a present, or not a nice surprise, like falling over in the		some information must be kept confidential or secret. For example, it is important not to share personal information online. Some secrets need to	some of the factors that result in similarities and differences between people include family background, culture, ethnicity, race, religious		diverse means showing a great deal of variety. Communities are made up of a diverse range of people that bring their own cultural influences,

		playground. A secret is something private to the individual. However, if the secret makes them feel sad or scared, they should share it with a trusted adult. Identify the differences between surprises and secrets and recognise that some secrets shouldn't be kept.		be shared with a trusted adult if they make the person feel uncomfortable, anxious or afraid. For example, children should tell a trusted adult if they are being bullied. Discuss the concept of keeping something confidential or secret, when a secret should be kept and when it is right to break a confidence or share a secret.	belief, age, sex, gender and disability. Recognise that similarities and differences between people arise from several factors.		interests, celebrations and skills. Recognise how a place is enriched by the diversity of the people that live there
Digital searching				the World Wide Web is a collection of web pages that are run via the internet. The information requested can be displayed as text, images or videos. Explain that the World Wide Web contains lots of web pages about different subjects that can be searched.	pop-ups or adverts are a form of online advertising that companies use to encourage users to buy something or go to another website. Some pop-ups can be malicious and lead to a virus, whereas some are helpful and give information. Pop-ups can be blocked by computer software. Concerns should be reported to a trusted adult before clicking on anything. Explain that when searching online, some web pages may contain adverts or pop-ups that encourage people to click on them.	some websites have more reliable content than others and content should be verified with another independent source. Discern where web content might originate from and recognise that this gives clues to its authenticity, reliability and security	search engines take many factors into account, such as the quality of the site, number of updates or number of matches to keywords. However, search engines do not consider whether the content is true, age-appropriate or relevant, and so users need to be aware of these things when searching. Critically evaluate search engine results and identify factors that may affect ranking, such as how long the site has existed, the number of links to the site and whether the organisation has paid to have their site promoted.
Significance: Significant people		Special people include anyone important in a person's life. It could be parents, grandparents, brothers, sisters, friends or teachers. People can be special for providing love, security and stability and have a special place in someone's life for many different reasons. All people should be treated with love and respect, including love and respect for themselves. Identify special people, what makes them special and how they should be treated.	special people who work in the community to help and protect people include police officers, firefighters and healthcare workers. They can be contacted in an emergency by dialling 999 or 112. Recognise that there are special people who work in the community, who are responsible for keeping us healthy, helping or protecting people and can be contacted if help is needed.	there are many types of relationship. An acquaintance is someone that a person has met but does not know well. A friend is a person that someone knows well and likes but is not usually part of their family. A relative is a person who is a member of someone's family. A family is a group of people who are related to each other, such as a mother, grandfather and child. Define different types of relationship.	positive, healthy relationship is one that is honest, inclusive, equal, supportive, caring and respectful of privacy and boundaries. Healthy relationships should not make people feel lonely or excluded. Demonstrate what constitutes a positive, healthy relationship.	personal boundaries may relate to the physical contact, intellectual, emotional, social or spiritual aspects of life. Each person can set and keep these boundaries and permission should be sought in different situations. There are places to report concerns if worried about their own or someone else's personal safety, including online. Recognise that all people have personal boundaries and the right to privacy.	the amount and type of information shared can be different depending on the relationship that individuals have with each other. There are strict rules regarding the sharing of personal information, including images. Everyone has the right to privacy and permission should be sought in different situations. Identify what individuals are willing to share with people, including friends, family, classmates and others. Understand the importance of permission seeking in different situations.
Relationships		trusted adults look after children and keep them safe. To help them to do this, it is important for children to listen to advice and do as they are told. Children also need to tell trusted adults if they feel worried or scared about anything so that help can be given. Identify ways that they can help the	here are ways of resolving arguments between friends positively, for example, taking time apart to calm down, talking about feelings, accepting that others have different opinions and making compromises. They can also ask for help from	children can help trusted people (family members, teachers and others in a caring role) to keep them healthy and safe by asking for help, sharing worries, resisting pressure, avoiding unnecessary risks and taking responsibility for their behaviour. Demonstrate how they can help the people who are	relationship can be unhealthy if it makes an individual feel anxious, excluded, lonely, confused, uncertain or unsafe. Support is available from a variety of sources, including parents, trusted relatives, teachers and agencies, such as the NSPCC	some images are not appropriate to request or share. There are rules surrounding the distribution of images. If a request makes them feel uncomfortable or concerned, they should seek help from a trusted adult. Recognise ways to manage requests for personal images or images of others.	friendships can change over time as people grow up and their interests and opinions change. If a friendship is no longer positive, inclusive and healthy, help can be sought, strategies can be used to resolve the problems or new friends can be

		people who look after them, including family and school staff, to protect them more easily you can make friends in different ways, such as at school, at home, online or on holiday. The characteristics of a good friendship include being kind, sharing, being a good listener, mutual respect, truthfulness, loyalty, trustworthiness, shared interests, respecting boundaries, caring and making someone feel better when they are feeling sad, isolated, lonely or have a problem or difficulty. Recognise the importance of friendship and that there are different ways of making friends.	others if the friendship is making them unhappy. Identify different strategies to resolve arguments between friends. n different situations, it is important to know the appropriate response. For example, following online and road safety rules, listening to a trusted adult and knowing who to call in an emergency. Secrets do not need to be kept, even if they have promised. Recognise that they share responsibility for keeping themselves and others safe.	responsible for them to keep them healthy and safe. friendships can change over time as people grow up and their interests and opinions change. It can be beneficial to have different types of friends. Recognise that friendships can change over time	and Childline. Recognise ways in which a relationship can be unhealthy and who they should talk to if they need support.		made. Recognise that friendships can change over time as we grow up and move on pressure to behave in unacceptable, unhealthy or risky ways can come from various sources, such as friends, family and social media. There are strategies to resist pressure, such as saying no, keeping eye contact, using mobile phones responsibly and walking away. Explain where the pressure to behave in unacceptable, unhealthy or risky ways can come from and how to withstand that pressure.
Changes: **Life changes**			loss can result in some negative emotions, including anger, sorrow and guilt. Change can cause mixed emotions, such as excitement, anticipation, anxiety and fear. It is important to recognise that these are normal feelings and talking with friends and family can help. Describe the effects of loss and change.		separation is an arrangement when two married people stop living together as a couple. Divorce is an official, legal process that ends a marriage. These can create a variety of life changes, including loss of family life, change of home, exposure to negative emotions in others and feelings of sadness or anger. Recognise that separation or divorce can create a variety of life changes that can affect mental and emotional health.	t is normal that the death of a close family member or friend can affect all aspects of life. Grief is an emotion of great sadness. It can be long lasting but can ease with time and support. Outline how the death of a person can affect all aspects of life and create acute feelings of grief.	transition to secondary school can create positive and negative feelings that can be managed using different strategies. These include: finding out information about transition; visiting the school; building up self esteem and resilience and talking to friends, family and teachers. Analyse and develop strategies to manage feelings during transition to secondary school.
Physical development		people grow from being babies to toddlers, then children, adolescents, adults and elderly people. As people grow older, they have more responsibilities, such as having a job, buying a house, looking after children and elderly parents. Identify the stages that people go through as they grow older and recognise that their responsibilities, needs and lifestyles change over time.	the human body is made up of many different parts. Some of these are the same in boys and girls: head, eyes, ears, nose, mouth, neck, shoulders, arms, hands, chest, tummy, legs, ankles and feet. Some of these are different in boys and girls: boys have testicles and a penis and girls have a vagina. Recognise the names for the main parts of the body (including external genitalia) and the body similarities and differences between boys and girls.	all people have similarities and differences in their physical appearance. Differences may be related to age, biological sex, gender, disability, culture or race. Explore physical differences between people.		the physical changes associated with puberty include growth, spots, pubic hair growth, facial hair growth in boys and menstruation in girls. The emotional changes associated with puberty include mood swings and extreme emotional reactions. Describe the physical and emotional changes associated with puberty.	female egg is fertilised by a male sperm cell and the fertilised egg then divides many times and forms into a baby over nine months. There are methods available for preventing pregnancy. Describe the changes that happen during reproduction and pregnancy.
Living things						humans go through characteristic stages as they develop towards old age. These stages include baby, infant, toddler, child, adolescent, young adult,	

						adult and senior citizen. Puberty is the transition between childhood and adulthood. Describe the changes as humans develop from birth to old age.	