



ARK Franklin
Primary Academy

Relationships and Health Education Policy

Policy Review Dates		
Review Date	Changes made	By whom
22.01.21	Draft policy created	David Williams
03.02.21	Consultation with governors	
18.03.21	Parent consultation	David Williams
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1. Introduction

- 1.1.** Ark Franklin is committed to all pupils growing up healthy, happy, safe and able to manage the challenges and opportunities of modern Britain.
- 1.2.** Franklin's Relationships and Health Education (RHE) curriculum is designed to equip pupils with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful and productive adult life.
- 1.3.** This policy defines the parameters of Relationships and Health Education and provides detail of the content, the implementation and the processes we undertake to deliver effective RHE at Franklin.

2. Defining Relationships and Health Education

2.1. Relationships Education

2.1.1. Teaching the fundamental building blocks and characteristics of positive relationships, with particular emphasis on friendships, family relationships and relationships with other peers and adults.

2.2. Health Education

2.2.1. Teaching the characteristics of good physical health and mental wellbeing.

3. Content covered in Relationships and Health Education

3.1. The RHE curriculum is delivered by Franklin's class teachers. The content is structured so that it is age-appropriate and explicitly builds upon prior learning. The content of Relationships Education and Health Education is covered in 3.2 and 3.3 of this document, as well as in the appendices.

3.2. Relationships Education

3.2.1. Relationships Education at Ark Franklin will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Pupils at Franklin will be taught what a relationship is, what family means and who can support them. This will be delivered in an age-appropriate manner, covering how pupils should treat each other with kindness, consideration and respect.

3.2.2. By the end of primary school, pupils will have been taught content on:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

3.2.3. The majority of Franklin's Relationships Education content is covered in three specific lessons per year for pupils in each year group in KS1 and KS2. All content that is delivered has been designed to be age-appropriate and cumulatively build on previously covered subject matter. These three sessions have grouped into the categories of families and friendships, safe relationships and respecting ourselves and others.

	Families and friendship	Safe relationships	Respecting ourselves and others
Year 1	People who care for me	Recognising privacy and permission	Respect
Year 2	Making friends	Managing hurtful behaviour	Celebrating difference
Year 3	Diversity in families	Recognising the nature and effects of bullying	Importance of self-respect; courtesy and being polite
Year 4	Sustaining positive, healthy friendships	Resisting bullying	Responding respectfully to a wide range of people
Year 5	Marriage and civil partnerships	Being safe with technology	Challenging prejudice and stereotypes
Year 6	Peer influence	Recognising and managing pressure	Combating discrimination

3.2.4. Following taught content sessions, children in all year groups have weekly circle times, which, combined with their worry boxes, provides an avenue to raise further questions they may have about the content that has been taught.

3.2.5. Relationships Education content relating to online relationships is also covered through half-termly e-safety assemblies and taught content sessions. Further details of this can be found in our e-safety curriculum.

3.2.6. Specific details of the Relationships Education content can be found in appendix (a).

3.3. Health Education

3.3.1. Health Education at Franklin will give the pupils the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

3.3.2. By the end of primary school, pupils will have been taught content on:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Facts and risks associated with drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

3.3.3. The majority of Franklin’s Health Education content is covered in four specific lessons that take place on our ‘Health Education Day’ in the Autumn Term. All content that is delivered has been designed to be age-appropriate and cumulatively build on previously covered content. These four lessons have grouped into the categories of health and exercise, healthy eating, healthy living, and healthy mind.

	Health and Exercise	Healthy Eating	Healthy Living	Healthy Mind
Year 1	Exercise at school	Making healthy food choices	Hygiene routines (including teeth)	My emotions
Year 2	Being physically active at home	Eating a healthy, balanced diet	Sun safety	Being relaxed
Year 3	Exercising different parts of the body	Preparing healthy meals	The importance of sleep	Maintaining a healthy mind
Year 4	Types of exercise	Risks linked to unhealthy eating	Drugs as medicines	Managing change and loss
Year 5	Inactivity and a sedentary lifestyle	Approaches to healthy eating	Steps to avoid illness	Managing stress and pressure
Year 6	Over-exercise	Effects of alcohol	Smoking and drugs	Mine and other’s mental health

3.3.4. Health Education content relating to online relationships is also covered through half-termly e-safety assemblies and taught content sessions. Further details of this can be found in our e-safety curriculum.

3.3.5. Basic first aid content is taught to pupils in Year 5 by an external provider.

3.3.6. Changing adolescent body is delivered to UKS2 (Year 5 + 6 pupils) by the UKS2 teachers. These sessions are statutory and cover key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. Content also covers menstrual wellbeing, including the key facts about the menstrual cycle. The changing adolescent body content is taught in gendered grouped classes and UKS2 teachers receive specific training on this content.

3.3.7. Specific details the Health Education content covered can be found in appendix (b).

4. Sex Education

4.1. The Relationships Education, RSE and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools. Sex education is not taught at Ark Franklin Primary Academy.

5. Teaching, monitoring and Assessment of RHE

5.1. Teaching of RHE content will be in-line with Franklin's teaching and learning policy. Each lesson will begin with a short review of previous content in the form of a quiz. New content will be chunked into small sections with teachers explicitly breaking down and modelling new content and vocabulary. Teachers will use formative assessment through the session to evaluate how children are accessing content, adapting their teaching in response to this information.

5.2. Content will be adapted in its delivery by classroom teachers to ensure that it is accessible to all pupils, including those with SEND. This will be done in-line with Franklin's teaching and learning policy.

5.3. Monitoring of RHE teaching will be in-line with Franklin's Teaching and Learning policy. Senior leaders and the PSHE subject lead will undertake learning walks to ensure the correct coverage of content and provide support and training to so that all staff members are confident in delivering Franklin's RHE curriculum.

6. Right to withdraw

6.1. Parents cannot withdraw their children from Relationships and Health Education.

6.2. The science curriculum at Franklin follows the National Curriculum which includes content on human development, including reproduction. There is no right to withdraw from this content.

6.3. Should a parent wish to discuss the content relating to Relationships and Health Education at Franklin they should email info@arkfranklinprimary.org

7. Protocols

- 7.1. We are aware that children are likely to have many questions that may occur at any time. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies, and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.
- 7.2. We believe children are better off receiving honest, open answers from safe adults in their lives, rather than it being left to the internet or older children with a smart phone. In the age of information, where children in primary have access to tablets, smart phones and the internet (often unsupervised) it is essential that we help children to recognise they are able to ask questions without judgement rather than searching for answers on the internet.
- 7.3. Staff have received training as to how to deal with children's questions age appropriately. This will be done consistently across the school as follows:
- Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults.
 - If a question is relevant to the whole class, we will answer it in the whole group.
 - However, as with any other subject, there may occasionally be the need to differentiate depending on children's knowledge and experience. Some children may need additional information or support compared to others.
 - If a child asks a question that is not necessarily suitable for the entire class, we will respond, by saying: "that is fantastic question, hold that thought, I am going to set everyone some work and I will come and talk to you and answer your question in a minute when everyone else is working."
 - If the member of staff does not have an answer or doesn't know, they will say so. There is no shame in not knowing the answer, but the member of staff should make every effort to help the child to find the answer later.
 - If the member of staff is not sure how best to answer a particularly tricky question, our suggested response is: "That is a brilliant question, I would like to give you an equally brilliant answer, so let me have a think about it and once I know the best way to explain it clearly, I will come back to you"
 - This will allow teaching staff time to think, seek help, advice, or support from colleagues, or to speak to senior management.
 - If a child asks a question we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) until they have spoken to the parent/carer if possible and talk through their response.
 - Teachers will answer questions, openly, honestly, scientifically and factually, without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either parties feel vulnerable.

8. Availability, reviewing and updating RHE Policy

8.1. Franklin's RHE policy will be disseminated to all staff members and governors.

8.2. Annual training will be provided to staff on the policy content.

8.3. Franklin's RHE policy will be available on the school website for parents to access.

8.4. The PSHE/RE co-ordinator will facilitate the gathering of policy feedback from parents, staff, and pupils every two years.

Appendix A

Relationship Education content by topic and year group

Topic	Content <i>Pupils should know...</i>	Year covered	Detail
Families and people who care for me	that families are important for children growing up because they can give love, security and stability.	Y1 – Relationship Ed CT	Families and Friendship – People who care for me
	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.	Y3 – Relationship Ed CT	Families and Friendship – Diversity in families
	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.	Y3 – Relationship Ed CT	Families and Friendship – Diversity in families
	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.	Y1 – Relationship Ed CT	Families and Friendship – People who care for me
	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	Y5 – Relationship Ed CT	Families and Friendship – Marriage and civil partnerships
	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Y6 – Relationship Ed CT	Safe relationships – recognising and managing pressure
Caring friendships	how important friendships are in making us feel happy and secure, and how people choose and make friends.	Y2 – Relationship Ed CT	Families and Friendship – Making friends
	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	Y2 – Relationship Ed CT	Families and Friendship – Making friends
		Y4 – Relationship Ed CT	Families and Friendship – Sustaining positive, healthy friendships
	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Y2 – Relationship Ed CT	Families and Friendship – Making friends
		Y4 – Relationship Ed CT	Families and Friendship – Sustaining positive, healthy friendships
		Y6 – Relationship Ed CT	Families and friendships – Peer influence
	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.	Y2 – Relationship Ed CT	Families and Friendship – Making friends
		Y4 – Relationship Ed CT	Families and Friendship – Sustaining positive, healthy friendships
	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.	Y4 – Relationship Ed CT	Families and Friendship – Sustaining positive, healthy friendships
		Y6 – Relationship Ed CT	Families and friendships – Peer influence
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.	All years – Relationship Ed CT	Respecting ourselves and others	
	Y6 – Relationship Ed CT	Families and friendships – Peer influence	

Topic	Content <i>Pupils should know...</i>	Year covered	Detail
Respectful relationships	practical steps they can take in a range of different contexts to improve or support respectful relationships.	Y3 – Relationship Ed CT	Respecting ourselves and others – importance of self-respect and courtesy
	the conventions of courtesy and manners.	Y3 – Relationship Ed CT	Respecting ourselves and others – importance of self-respect and courtesy
	the importance of self-respect and how this links to their own happiness.	Y3 – Relationship Ed CT	Respecting ourselves and others – importance of self-respect and courtesy
	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.	Y3 – Relationship Ed CT	Respecting ourselves and others – importance of self-respect and courtesy
		Y3 – Relationship Ed CT	Respecting ourselves and others – Responding respectfully to a wide range of people
	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.	Y3 – Relationship Ed CT	Safe relationships – Recognising the nature and effects of bullying
		Y4 – Relationship Ed CT	Safe relationships – Resisting bullying
		Y5 – Relationship Ed CT	Safe relationships – Being safe with technology
	what a stereotype is, and how stereotypes can be unfair, negative or destructive.	Y5 – Relationship Ed CT	Respecting ourselves and others – challenging prejudice and stereotypes
		Y6 – Relationship Ed CT	Respecting ourselves and others – Combatting discrimination
the importance of permission-seeking and giving in relationships with friends, peers and adults.	Y6 – Relationship Ed CT	Respecting ourselves and others – recognising and managing pressure	
that people sometimes behave differently online, including by pretending to be someone they are not.	Y5 – Relationship Ed CT	Safe relationships – Being safe with technology	
Online relationships	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.	All years – Aut 1 Assemblies + CTs	E-safety – Using technology respectfully and safely
		All years – Aut 2 Assemblies + CTs	E-safety – Using technology responsibly
	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	All years – Aut 1 Assemblies + CTs	E-safety – Using technology respectfully and safely
		All years – Aut 2 Assemblies + CTs	E-safety – Using technology responsibly
	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	All years – Aut 1 Assemblies + CTs	E-safety – Using technology respectfully and safely
	how information and data is shared and used online.	All years – Sum 1 Assemblies + CTs	E-safety – Information literacy
	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	All years – Aut 1 Assemblies + CTs	E-safety – Using technology respectfully and safely
All years – Aut 2		E-safety – Using technology responsibly	

Topic	Content <i>Pupils should know...</i>	Year covered	Detail
Being Safe	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.	Y6 – Relationship Ed CT	Families and friendships – peer influence
	that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	Y4 – Relationship Ed CT	Families and friendships – sustaining positive, healthy friendships
		Y6 – Relationship Ed CT	Respecting ourselves and others – recognising and managing pressure
	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	All years – Spring 2 Assemblies + CTs	E-safety - Communication online
		Y5 – Relationship Ed CT	Safe relationships – being safe with technology
	how to recognise and report feelings of being unsafe or feeling bad about any adult.	All years – Sum 1 Assemblies + CTs	E-safety - Reporting concerns
		Y5 – Relationship Ed CT	Safe relationships – being safe with technology
	how to ask for advice or help for themselves or others, and to keep trying until they are heard.	All years – Sum 1 Assemblies + CTs	E-safety - Reporting concerns
		Y5 – Relationship Ed CT	Safe relationships – being safe with technology
	how to report concerns or abuse, and the vocabulary and confidence needed to do so.	All years – Sum 1 Assemblies + CTs	E-safety - Reporting concerns
where to get advice e.g. family, school and/or other sources.	All years – Sum 1 Assemblies + CTs	E-safety - Reporting concerns	

Appendix B

Health Education content by topic and year group

Topic	Content <i>Pupils should know...</i>	Year covered	Detail
Mental Wellbeing	that mental wellbeing is a normal part of daily life, in the same way as physical health.	All – Health Ed Day	Healthy Mind strand
	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.	Y1 – Health Ed Day	Healthy Mind – My emotions
	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.	All – Health Ed Day	Healthy Mind strand
	how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Y5 – Health Ed Day	Healthy Mind – managing stress and pressure
	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	All – Health Ed Day	Health and Exercise Strand
	simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	Y2 – Health Ed Day	Healthy mind – being relaxed
		Y3 – Health Ed Day	Healthy mind – maintaining a healthy mind
	isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	Y4 - Health Ed Day	Health Mind – Managing change and loss
	that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	All Year Groups – Spring 2 CTs	Communication online
		Y6 – Health Ed Day	Health Mind – Mine and other’s mental health
	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).	Y5 – Health Ed Day	Healthy Mind – managing stress and pressure
		Y6 – Health Ed Day	Health Mind – Mine and other’s mental health
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.	Y5 – Health Ed Day	Healthy Mind – managing stress and pressure	
Internet Safety and harms	that for most people the internet is an integral part of life and has many benefits.	Year 3 – Autumn 1 CT	What is great about the internet
	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.	All year groups - assemblies and CTs	Using technology responsibly
	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.	UKS2 – Spring 1 Assembly	Using technology responsibly – Digital footprint
	why social media, some computer games and online gaming, for example, are age restricted.	Year 6 – Autumn 1 CT	Using technology respectfully and safely - social media
	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.	All year groups – Spring 2 Assemblies and CTs	Communication online

Topic	Content <i>Pupils should know...</i>	Year covered	Detail
Internet Safety and harms	how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected, and targeted	KS2 – Summer 2 Circle Times	Information Literacy
	where and how to report concerns and get support with issues online.	All years – Summer 1 CTs	Reporting Concerns
Physical Health and Fitness	the characteristics and mental and physical benefits of an active lifestyle.	Y4 – Health Ed Day	Health + Exercise – Types of exercise
	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.	Y5 – Health Ed Day	Health + Exercise – Sedentary lifestyle
		Y1 – Health Ed Day	Health + Exercise – Exercise at school
		Y2 – Health Ed Day	Health + Exercise – Exercise at home
		Y3 – Health Ed Day	Health + Exercise – Exercising different parts of the body
	Y4 – Health Ed Day	Health + Exercise – Types of exercise	
the risks associated with an inactive lifestyle (including obesity).	Y5 – Health Ed Day	Health + Exercise – Sedentary lifestyle	
how and when to seek support including which adults to speak to in school if they are worried about their health.	Y6 – Health Ed Day	Health + Exercise – Over-exercise	
Healthy Eating	what constitutes a healthy diet (including understanding calories and other nutritional content).	Y1 – Health Ed Day	Healthy Eating - Making healthy food choices
		Y2 – Health Ed Day	Eating a healthy balanced diet
	the principles of planning and preparing a range of healthy meals.	Y3 – Health Ed Day	Healthy Eating – Preparing 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).	Y5 – Health Ed Day	Healthy Eating – Risks linked with unhealthy eating
		Y5 – Health Ed Day	Healthy Eating – Approaches to healthy eating
Drugs alcohol and tobacco	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	Y4 – Health Ed Day	Healthy Living – drugs as medicines
		Y5 – Health Ed Day	Healthy living – steps to avoid illness
		Y6 – Health Ed Day	Healthy Eating – Effects of alcohol
		Y6 – Health Ed Day	Healthy Living – Smoking and drugs
		Y6 – Science	Animals and humans - respiration
Health and Prevention	how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	Y5 – Health Ed Day	Healthy Living – Steps to avoid illness
	about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	Y2 – Health Ed Day	Healthy Living – Sun Safety
		Y3 – Science	Light – Sun safety
	the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	Y3 – Health Ed Day	Healthy Living – The importance of sleep
	about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	Y1 – Health Ed Day	Healthy Living – hygiene routines
		Y4 – Science	Animals and Humans – Teeth
about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	Y1 – Health Ed Day	Healthy Living – hygiene routines	
	Y5 – Health Ed Day	Healthy Living – Steps to avoid illness	

Topic	Content <i>Pupils should know...</i>	Year covered	Detail
Health and Prevention	the facts and science relating to allergies, immunisation and vaccination.	Y4 – Health Ed Day	Healthy Living – drugs as medicines
		Y5 – Health Ed Day	Healthy Living – Steps to avoid illness
Basic first aid	how to make a clear and efficient call to emergency services if necessary.	Year 5	First Aid – external provider
	concepts of basic first aid, for example dealing with common injuries, including head injuries.	Year 5	First Aid – external provider
Changing adolescent body	key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	Y5 + Y6 Growing and changing	Split over units
	about menstrual wellbeing including the key facts about the menstrual cycle.	Y5 + Y6 Growing and changing	Split over units

Appendix C

Relationship Education Overview

Autumn Term			
	Families and friendships	Safe relationships	Respecting ourselves and others
Year 1	<p>People who care for me</p> 	<p>Recognising privacy and permission</p> 	<p>Respect</p> 
Year 2	<p>Making friends</p> 	<p>Managing hurtful behaviour</p> 	<p>Celebrating difference</p> 
Year 3	<p>Diversity in families</p> 	<p>Recognising the nature and effects of bullying</p> 	<p>Importance of self-respect; courtesy and being polite</p> 
Year 4	<p>Sustaining positive, healthy friendships</p> 	<p>Resisting bullying</p> 	<p>Responding respectfully to a wide range of people</p> 
Year 5	<p>Marriage and Civil Partnerships</p> 	<p>Being safe with technology</p> 	<p>Challenging prejudice and stereotypes</p> 
Year 6	<p>Peer influence</p> 	<p>Recognising and managing pressure</p> 	<p>Combating discrimination</p> 

Appendix D

Health Education Overview

Autumn Term				
	Health + Exercise	Healthy Eating	Healthy Living	Healthy Mind
Year 1	<p>Exercise at school</p> 	<p>Making healthy food choices</p> 	<p>Hygiene Routines (incl. teeth)</p> 	<p>My emotions</p> 
Year 2	<p>Being physically active at home</p> 	<p>Eating a healthy balanced diet</p> 	<p>Sun safety</p> 	<p>Being relaxed</p> 
Year 3	<p>Exercising different parts of the body</p> 	<p>Preparing healthy meals</p> 	<p>The importance of sleep</p> 	<p>Maintaining a healthy mind</p> 
Year 4	<p>Types of exercise</p> 	<p>Risks linked with unhealthy eating</p> 	<p>Drugs as medicines</p> 	<p>Managing change and loss</p> 
Year 5	<p>Inactivity Sedentary lifestyle</p> 	<p>Approaches to healthy eating</p> 	<p>Steps to avoid illness</p> 	<p>Managing stress and pressure</p> 
Year 6	<p>Over-exercise</p> 	<p>Effects of alcohol</p> 	<p>Smoking and Drugs</p> 	<p>Mine and other's mental health</p> 