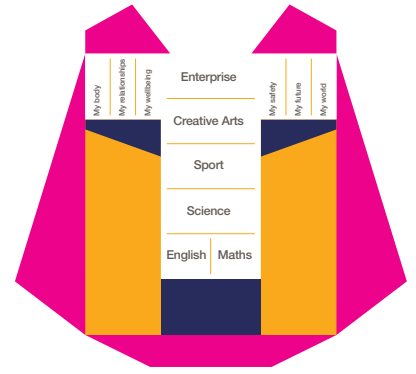


My Body



The 'My Body' curriculum consists of three steps.

Build

In the 'Build' stage students will build knowledge and understanding of healthy eating, nutrition, hygiene and fitness. They will also develop a basic understanding of how their bodies will change during puberty and what they need to do to stay healthy. Importantly, they will understand the moral and legal implications around FGM and learn how to seek safety and support.

Grow

At the 'Grow' stage, students will develop a deeper understanding of their bodies and minds, including by exploring gender identity, sexual identity, sleep and stress.

Launch

By the time students complete 'Launch' stage students will have an in-depth understanding of a range of factors that could affect their longevity and long term quality of life including fertility and the menopause, cancer treatments and long-term preventative health measures they can take. Their detailed knowledge of the changes that will occur in their body, both in the near future (including puberty) and in their later lives (such as during the menopause) should mean they can leave us feeling confident and able to take care of their physical and mental health competently.

Build

The knowledge and skill to:

- › Understand what healthy eating is and the skill to plan meals that promote health.
- › Understand signs of physical health and inactivity and understanding of how to improve physical health.
- › Understand fitness and take steps to improve fitness.
- › Understand why sleep is important and of a range of strategies that can be used to improve sleep.
- › Understand how to maintain good dental hygiene and of things you can do that might improve or damage your teeth and gums.
- › Understand germs and how viruses are spread and the ability to explain how vaccinations work.
- › Knowledge of how the adolescent body changes during puberty and the skills required to maintain good hygiene.
- › Know about FGM and an understanding of how to seek help.

The attitudes of a student who feels confident in their understanding of their own body and can take steps to be safe. This student feels safe to share ideas about how to improve mental and physical fitness.

Grow

The knowledge and skill to:

- › Understand nutrition and the skill to plan and budget for meals that meet a variety of nutritional requirements. Knowledge of the links between unhealthy diets and bowel cancer.
- › Read nutrition labels and the skill to apply that information.
- › Understand signs of physical health or ill health and the ability to make plans or recommendations to improve physical health.
- › Understand fitness and know how to plan and take part in fitness activities.
- › Understand how stress impacts the body and the skill to use a toolkit of stress-busting measures.
- › Understand the importance of sleep and the skill to improve sleep hygiene and sleep routines.
- › Understand germs and how viruses are spread and the ability to explain how vaccinations work as well as an understanding of debates and misconceptions around vaccinations.
- › Understand how to maintain good dental hygiene, of things that can damage the teeth and gums and of what to do and where to go if you have a dental need or emergency.
- › Understand gender identity and sexual identity in order to acquire knowledge of the self.
- › Understand what hormones are and how to manage sexual attraction.
- › Know about FGM and an understanding of how to seek help.

The attitudes of a student who can competently take action to improve their physical wellbeing using a toolkit of strategies they learn over the course of the year. This student is tolerant and accepting of the explorations and changes in their own body and identity as well as in the decisions and changes in other people.

Launch

The knowledge and skill to:

- › Understand obesity, hypertension and cholesterol. The skill to plan healthy options to combat these issues in a healthy way that supports wellbeing and body image.
- › Understand the differences between home-cooked and shop-bought products and the skill to plan and budget for meals effectively.
- › Understand blood, organ and stem cell donation.
- › Understand reproductive health.
- › Understand safe sexual practice and the skill to identify what makes sex safer.
- › Understand fertility and the menopause and an understanding of how institutions including the NHS can support them.
- › Understand cancers and their causes and the skills required to check for and prevent cancer.

The attitudes of a student who can confidently and independently take action to improve their physical wellbeing using a toolkit of strategies they learn over the course of the year. This student feels empowered to seek support from health-related institutions due to their knowledge of how these institutions can support them to better their bodies.