

# Relationships Education

## Progression of Knowledge and Skills in KS2

Key to understanding this document: This document shows you all the DfE's topics and core content statements covered

**Highlighted in Yellow** - External provider comes in to deliver this in Year 5 & 6

**Highlighted in Green** - external provider comes in to deliver this in Year 5 & 6 every couple of years – Red Cross

	<u>Relationships Education</u>			
	<b>Families and people who care for me</b>			
<u>Statutory requirement</u>	1. That families are important for children growing up because they can give love, security and stability.			
	Y3 <a href="#">Family and friends</a>	Y4 <a href="#">Friend or acquaintance?</a> Y4 <a href="#">My feelings are all over the place!</a>		Y6 <a href="#">Dan's day (OPTIONAL)</a> Y6 <a href="#">Advertising friendships!</a> Y6 <a href="#">Joe's story (part 2) (OPTIONAL)</a> Y6 <a href="#">What's the risk? (2)</a>
<b>SCIENCE</b>				Evolution and Inheritance – I know how to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
<u>Statutory requirement</u>	2. 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 <a href="#">Family and friends</a> Y3 <a href="#">Looking after our special people</a>	Y4 <a href="#">Friend or acquaintance?</a> Y4 <a href="#">My feelings are all over the place!</a>	Y5 <a href="#">Help! I'm a teenager - get me out of here!</a>	Y6 <a href="#">Dan's day (OPTIONAL)</a> Y6 <a href="#">Helpful or unhelpful? Managing change</a>

SCIENCE			Animals Including Humans – I know how to describe the changes as humans develop to old age.	Evolution and Inheritance – I know how to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
<b><u>Statutory requirement</u></b>	<b>3. 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</b>			
	Y3 <a href="#">Family and friends</a> Y3 <a href="#">Let's celebrate our differences</a>	Y4 <a href="#">My feelings are all over the place!</a> Y4 <a href="#">The people we share our world with</a> Y4 <a href="#">What would I do?</a> Y4 <a href="#">Together</a>	Y5 <a href="#">The land of the Red People</a>	Y6 <a href="#">Don't force me</a> Y6 <a href="#">Making babies</a>
SCIENCE				Evolution and Inheritance – I know how to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
<b><u>Statutory requirement</u></b>	<b>4. 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.</b>			
	Y3 <a href="#">Family and friends</a>	Y4 <a href="#">My feelings are all over the place!</a> Y4 <a href="#">Together</a>	Y5 <a href="#">Help! I'm a teenager - get me out of here!</a>	Y6 <a href="#">Don't force me</a> Y6 <a href="#">Making babies</a> Y6 <a href="#">Advertising friendships!</a>
SCIENCE				Evolution and Inheritance – I know how to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
<b><u>Statutory requirement</u></b>	<b>5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</b>			
		Y4 <a href="#">Together</a>		Y6 <a href="#">Don't force me</a>
	<b>6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</b>			
	Y3 <a href="#">Family and friends</a>		Y5 <a href="#">Growing up and changing bodies</a>	Y6 <a href="#">Helpful or unhelpful? Managing change</a> Y6 <a href="#">Don't force me</a>

## Caring friendships

Statutory requirement	1. How important friendships are in making us feel happy and secure, and how people choose and make friends.			
	Y3 <a href="#">Friends are special</a> Y3 <a href="#">Looking after our special people</a> Y3 <a href="#">Relationship tree</a>	Y4 <a href="#">Together</a> Y4 <a href="#">Friend or acquaintance?</a> Y4 <a href="#">Can you sort it?</a>	Y5 <a href="#">It could happen to anyone</a> (OPTIONAL) Y5 <a href="#">How good a friend are you?</a> Y5 <a href="#">Qualities of friendship</a>	Y6 <a href="#">Advertising friendships!</a> Y6 <a href="#">Dan's day</a> (OPTIONAL) Y6 <a href="#">Joe's story (part 2)</a> (OPTIONAL)
Statutory requirement	2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.			
	Y3 <a href="#">Friends are special</a> Y3 <a href="#">Looking after our special people</a> Y3 <a href="#">Relationship tree</a>	Y4 <a href="#">Together</a> Y4 <a href="#">Friend or acquaintance?</a> Y4 <a href="#">Ok or not ok? (part 1)</a> Y4 <a href="#">Ok or not ok? (part 2)</a> Y4 <a href="#">An email from Harold!</a> Y4 <a href="#">Can you sort it?</a> Y4 <a href="#">Making choices</a>	Y5 <a href="#">Being assertive</a> Y5 <a href="#">Give and take</a> Y5 <a href="#">How good a friend are you?</a> Y5 <a href="#">It could happen to anyone</a> (OPTIONAL) Y5 <a href="#">Qualities of friendship</a> Y5 <a href="#">Relationship cake recipe</a>	Y6 <a href="#">Joe's story (part 2)</a> (OPTIONAL) Y6 <a href="#">What's the risk? (1)</a> Y6 <a href="#">Joe's story (part 1)</a> (OPTIONAL) Y6 <a href="#">Dan's day</a> (OPTIONAL) Y6 <a href="#">Solve the friendship problem</a> Y6 <a href="#">Advertising friendships!</a> Y6 <a href="#">OK to be different</a>
Statutory requirement	3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.			
	Y3 <a href="#">How can we solve this problem?</a>	Y4 <a href="#">Ok or not ok? (part 1)</a> Y4 <a href="#">An email from Harold!</a> Y4 <a href="#">The people we share our world with</a> Y4 <a href="#">Can you sort it?</a> Y4 <a href="#">Keeping ourselves safe</a>	Y5 <a href="#">Being assertive</a> Y5 <a href="#">Qualities of friendship</a> Y5 <a href="#">Give and take</a> Y5 <a href="#">It could happen to anyone</a> (OPTIONAL) Y5 <a href="#">How good a friend are you?</a> Y5 <a href="#">The land of the Red People</a> Y5 <a href="#">Relationship cake recipe</a>	Y6 <a href="#">Joe's story (part 2)</a> (OPTIONAL) Y6 <a href="#">What's the risk? (1)</a> Y6 <a href="#">Joe's story (part 1)</a> (OPTIONAL) Y6 <a href="#">Advertising friendships!</a> Y6 <a href="#">Solve the friendship problem</a> Y6 <a href="#">Dan's day</a> (OPTIONAL)
Statutory requirement	4. 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.			
	Y3 <a href="#">How can we solve this problem?</a> Y3 <a href="#">Friends are special</a>	Y4 <a href="#">Can you sort it?</a> Y4 <a href="#">What would I do?</a> Y4 <a href="#">Ok or not ok? (part 1)</a> Y4 <a href="#">Ok or not ok? (part 2)</a> Y4 <a href="#">Together</a>	Y5 <a href="#">Relationship cake recipe</a> Y5 <a href="#">Qualities of friendship</a> Y5 <a href="#">How good a friend are you?</a>	Y6 <a href="#">Solve the friendship problem</a> Y6 <a href="#">Advertising friendships!</a> Y6 <a href="#">Joe's story (part 2)</a> (OPTIONAL)

<b>Statutory requirement</b>	<b>5. 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.</b>			
	Y3 <a href="#">Friends are special</a> Y3 <a href="#">Relationship tree</a>	Y4 <a href="#">Together</a> Y4 <a href="#">Can you sort it?</a> Y4 <a href="#">How dare you!</a> Y4 <a href="#">My feelings are all over the place!</a> Y4 <a href="#">What would I do?</a> Y4 <a href="#">Keeping ourselves safe</a> Y4 <a href="#">Ok or not ok? (part 2)</a> Y4 <a href="#">Ok or not ok? (part 1)</a> Y4 <a href="#">Islands</a>	Y5 <a href="#">Qualities of friendship</a> Y5 <a href="#">It could happen to anyone (OPTIONAL)</a> Y5 <a href="#">Ella's diary dilemma</a> Y5 <a href="#">Being assertive</a> Y5 <a href="#">Relationship cake recipe</a> Y5 <a href="#">Decision dilemmas</a>	Y6 <a href="#">Assertiveness skills (formerly Behave yourself - 2)</a> Y6 <a href="#">What's the risk? (1)</a> Y6 <a href="#">Joe's story (part 1) (OPTIONAL)</a> Y6 <a href="#">Advertising friendships!</a> Y6 <a href="#">Solve the friendship problem</a>
	<b>Respectful relationships</b>			
<b>Statutory requirement</b>	<b>1. 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</b>			
	Y3 <a href="#">How can we solve this problem?</a> Y3 <a href="#">Let's celebrate our differences</a> Y3 <a href="#">Respect and challenge</a> Y3 <a href="#">Zeb</a> Y3 <a href="#">Our friends and neighbours</a> Y3 <a href="#">For or against?</a> Y3 <a href="#">Thunks</a>	Y4 <a href="#">Together</a> Y4 <a href="#">Ok or not ok? (part 2)</a> Y4 <a href="#">Ok or not ok? (part 1)</a> Y4 <a href="#">Friend or acquaintance?</a> Y4 <a href="#">The people we share our world with</a> Y4 <a href="#">Under pressure</a> Y4 <a href="#">Can you sort it?</a> Y4 <a href="#">What makes me ME!</a> Y4 <a href="#">Making choices</a> Y4 <a href="#">What would I do?</a>	Y5 <a href="#">Spot bullying</a> Y5 <a href="#">Kind conversations</a> Y5 <a href="#">Being assertive</a> Y5 <a href="#">Qualities of friendship</a> Y5 <a href="#">Happy being me</a> Y5 <a href="#">The land of the Red People</a> Y5 <a href="#">Help! I'm a teenager - get me out of here!</a> Y5 <a href="#">Is it true?</a> Y5 <a href="#">Stop, start, stereotypes</a>	Y6 <a href="#">We have more in common than not</a> Y6 <a href="#">Tolerance and respect for others</a> Y6 <a href="#">Don't force me</a> Y6 <a href="#">What's the risk? (1)</a> Y6 <a href="#">Behave yourself</a> Y6 <a href="#">Joe's story (part 1) (OPTIONAL)</a> Y6 <a href="#">Media manipulation</a> Y6 <a href="#">I look great!</a> Y6 <a href="#">Is this normal?</a> Y6 <a href="#">OK to be different</a> Y6 <a href="#">Respecting differences</a> Y6 <a href="#">Boys will be boys? - challenging gender stereotypes</a>
<b>SCIENCE</b>				Evolution and Inheritance – I know how to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
<b>Statutory requirement</b>	<b>2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</b>			
	Y3 <a href="#">Let's celebrate our differences</a>	Y4 <a href="#">Ok or not ok? (part 1)</a>	Y5 <a href="#">Ella's diary dilemma</a>	Y6 <a href="#">Tolerance and respect for others</a>

	<a href="#">Y3Zeb</a> <a href="#">Y3Thunks</a> <a href="#">Y3For or against?</a> <a href="#">Y3Our friends and neighbours</a>	<a href="#">Y4Human machines</a> <a href="#">Y4The people we share our world with</a> <a href="#">Y4My feelings are all over the place!</a> <a href="#">Y4What makes me ME!</a> <a href="#">Y4Can you sort it?</a> <a href="#">Y4What would I do?</a>	<a href="#">Y5Kind conversations</a> <a href="#">Y5Qualities of friendship</a> <a href="#">Y5Happy being me</a> <a href="#">Y5Help! I'm a teenager - get me out of here!</a> <a href="#">Y5The land of the Red People</a> <a href="#">Y5Is it true?</a>	<a href="#">Y6Assertiveness skills (formerly Behave yourself - 2)</a> <a href="#">Y6Respecting differences</a> <a href="#">Y6Boys will be boys? - challenging gender stereotypes</a> <a href="#">Y6Behave yourself</a> <a href="#">Y6I look great!</a>
<b>Statutory requirement</b>	<b>3. The conventions of courtesy and manners.</b>			
	<a href="#">Y3Friends are special</a> <a href="#">Y3Respect and challenge</a> <a href="#">Y3Zeb</a> <a href="#">Y3Thunks</a> <a href="#">Y3For or against?</a>	<a href="#">Y4Ok or not ok? (part 1)</a> <a href="#">Y4How do we make a difference?</a> <a href="#">Y4Can you sort it?</a> <a href="#">Y4In the news!</a> <a href="#">Y4What would I do?</a>	<a href="#">Y5Qualities of friendship</a> <a href="#">Y5Happy being me</a> <a href="#">Y5Help! I'm a teenager - get me out of here!</a> <a href="#">Y5Relationship cake recipe</a>	<a href="#">Y6Respecting differences</a>
<b>Statutory requirement</b>	<b>4. The importance of self-respect and how this links to their own happiness.</b>			
		<a href="#">Y4Keeping ourselves safe</a> <a href="#">Y4What makes me ME!</a> <a href="#">Y4How dare you!</a> <a href="#">Y4Ok or not ok? (part 2)</a>	<a href="#">Y5Happy being me</a> <a href="#">Y5Qualities of friendship</a> <a href="#">Y5Ella's diary dilemma</a> <a href="#">Y5Kind conversations</a> <a href="#">Y5Relationship cake recipe</a> <a href="#">Y5Help! I'm a teenager - get me out of here!</a> <a href="#">Y5The land of the Red People</a>	<a href="#">Y6Assertiveness skills (formerly Behave yourself - 2)</a> <a href="#">Y6I look great!</a> <a href="#">Y6Media manipulation</a> <a href="#">Y6Behave yourself</a> <a href="#">Y6Joe's story (part 1) (OPTIONAL)</a> <a href="#">Y6What's the risk? (1)</a>
<b>Statutory requirement</b>	<b>5. 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.</b>			
	<a href="#">Y3Zeb</a>	<a href="#">Y4Safety in numbers</a> <a href="#">Y4The people we share our world with</a> <a href="#">Y4Can you sort it?</a> <a href="#">Y4What would I do?</a> <a href="#">Y4Ok or not ok? (part 2)</a> <a href="#">Y4Ok or not ok? (part 1)</a> <a href="#">Y4How do we make a difference?</a>	<a href="#">Y5Qualities of friendship</a> <a href="#">Y5Happy being me</a> <a href="#">Y5Taking notice of our feelings</a> <a href="#">Y5Kind conversations</a> <a href="#">Y5Ella's diary dilemma</a> <a href="#">Y5The land of the Red People</a> <a href="#">Y5Relationship cake recipe</a> <a href="#">Y6Behave yourself</a>	<a href="#">Y6Don't force me</a> <a href="#">Y6Assertiveness skills (formerly Behave yourself - 2)</a> <a href="#">Y6We have more in common than not</a> <a href="#">Y6Tolerance and respect for others</a> <a href="#">Y6Acting appropriately</a> <a href="#">Y6Joe's story (part 2) (OPTIONAL)</a> <a href="#">Y6Respecting differences</a>



<b><u>Statutory requirement</u></b>	<b>6. 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.</b>			
	Y3 <a href="#">Let's celebrate our differences</a> Y3 <a href="#">Zeb</a>	Y4 <a href="#">Safety in numbers</a> Y4 <a href="#">What would I do?</a> Y4 <a href="#">Keeping ourselves safe</a> Y4 <a href="#">How dare you!</a> Y4 <a href="#">Under pressure</a>	Y5 <a href="#">Spot bullying</a> Y5 <a href="#">Happy being me</a> Y5 <a href="#">Is it true?</a> Y5 <a href="#">Stop, start, stereotypes</a>	Y6 <a href="#">Acting appropriately</a> Y6 <a href="#">We have more in common than not</a> Y6 <a href="#">Boys will be boys? - challenging gender stereotypes</a> Y6 <a href="#">OK to be different</a> Y6 <a href="#">I look great!</a> Y6 <a href="#">Behave yourself</a> Y6 <a href="#">What's the risk? (1)</a>
<b><u>Statutory requirement</u></b>	<b>7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.</b>			
	Y3 <a href="#">Zeb</a> Y3 <a href="#">Family and friends</a>	Y4 <a href="#">That is such a stereotype!</a>	Y5 <a href="#">Is it true?</a> Y5 <a href="#">Stop, start, stereotypes</a> Y5 <a href="#">Happy being me</a>	Y6 <a href="#">Media manipulation</a> Y6 <a href="#">Two sides to every story</a> Y6 <a href="#">Boys will be boys? - challenging gender stereotypes</a>
<b><u>Statutory requirement</u></b>	<b>8. The importance of permission-seeking and giving in relationships with friends, peers and adults.</b>			
	Y3 <a href="#">None of your business!</a>	Y4 <a href="#">Islands</a> Y4 <a href="#">Secret or surprise?</a>	Y5 <a href="#">Growing up and changing bodies</a> Y5 <a href="#">Ella's diary dilemma</a>	Y6 <a href="#">Think before you click!</a> Y6 <a href="#">It's a puzzle (OPTIONAL)</a> Y6 <a href="#">Assertiveness skills (formerly Behave yourself - 2)</a> Y6 <a href="#">Don't force me</a> Y6 <a href="#">Fakebook friends</a>
	<b>Online relationships</b>			
<b><u>Statutory requirement</u></b>	<b>1. That people sometimes behave differently online, including by pretending to be someone they are not.</b>			
	Y3 <a href="#">None of your business!</a> Y3 <a href="#">I am fantastic!</a>	Y4 <a href="#">Ok or not ok? (part 2)</a>	Y5 <a href="#">Spot bullying</a> Y5 <a href="#">Play, like, share</a>	Y6 <a href="#">Fakebook friends</a> Y6 <a href="#">Joe's story (part 2) (OPTIONAL)</a> Y6 <a href="#">What's the risk? (2)</a> Y6 <a href="#">To share or not to share?</a> Y6 <a href="#">Pressure online</a> Y6 <a href="#">Media manipulation</a>

<b><u>Statutory requirement</u></b>	<b>2. 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.</b>			
	Y3 <a href="#">Relationship tree</a> Y3 <a href="#">None of your business!</a> Y3 <a href="#">Zeb</a> Y3 <a href="#">Let's celebrate our differences</a>	Y4 <a href="#">Ok or not ok? (part 2)</a> Y4 <a href="#">How do we make a difference?</a> Y4 <a href="#">How dare you!</a> Y4 <a href="#">Can you sort it?</a>	Y5 <a href="#">Spot bullying</a> Y5 <a href="#">Communication (OPTIONAL)</a> Y5 <a href="#">Play, like, share</a> Y5 <a href="#">Is it true?</a>	Y6 <a href="#">We have more in common than not</a> Y6 <a href="#">Think before you click!</a> Y6 <a href="#">I look great!</a> Y6 <a href="#">It's a puzzle (OPTIONAL)</a>
<b><u>Statutory requirement</u></b>	<b>3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</b>			
	Y3 <a href="#">Super Searcher</a> Y3 <a href="#">None of your business!</a>	Y4 <a href="#">How do we make a difference?</a> Y4 <a href="#">Traffic lights (OPTIONAL)</a> Y4 <a href="#">Picture wise</a> Y4 <a href="#">Keeping ourselves safe</a>	Y5 <a href="#">Communication (OPTIONAL)</a> Y5 <a href="#">Spot bullying</a> Y5 <a href="#">Play, like, share</a> Y5 <a href="#">Is it true?</a>	Y6 <a href="#">What's the risk? (2)</a> Y6 <a href="#">To share or not to share?</a> Y6 <a href="#">Pressure online</a> Y6 <a href="#">Think before you click!</a> Y6 <a href="#">It's a puzzle (OPTIONAL)</a>
<b><u>Statutory requirement</u></b>	<b>4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</b>			
	Y3 <a href="#">Super Searcher</a> Y3 <a href="#">Recount task</a> Y3 <a href="#">None of your business!</a>	Y4 <a href="#">Danger, risk or hazard?</a> Y4 <a href="#">In the news!</a> Y4 <a href="#">Can you sort it?</a> Y4 <a href="#">Making choices</a>	Y5 <a href="#">Fact or opinion?</a> Y5 <a href="#">Play, like, share</a> Y5 <a href="#">Is it true?</a>	Y6 <a href="#">Pressure online</a> Y6 <a href="#">Think before you click!</a> Y6 <a href="#">It's a puzzle (OPTIONAL)</a>
<b><u>Statutory requirement</u></b>	<b>5. How information and data is shared and used online.</b>			
	Y3 <a href="#">Super Searcher</a> Y3 <a href="#">None of your business!</a> Y3 <a href="#">Raisin challenge (1) (OPTIONAL)</a>	Y4 <a href="#">Raisin challenge (2)</a> Y4 <a href="#">That is such a stereotype!</a> Y4 <a href="#">In the news!</a> Y4 <a href="#">Traffic lights (OPTIONAL)</a> Y4 <a href="#">Picture wise</a>	Y5 <a href="#">Spot bullying</a> Y5 <a href="#">Is it true?</a> Y5 <a href="#">Play, like, share</a>	Y6 <a href="#">To share or not to share?</a> Y6 <a href="#">Pressure online</a> Y6 <a href="#">It's a puzzle (OPTIONAL)</a>
	<b>Being safe</b>			
<b><u>Statutory requirement</u></b>	<b>1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</b>			
	Y3 <a href="#">Safe or unsafe?</a> Y3 <a href="#">Dan's dare</a> Y3 <a href="#">None of your business!</a> Y3 <a href="#">Raisin challenge (1) (OPTIONAL)</a>	Y4 <a href="#">Raisin challenge (2)</a> Y4 <a href="#">What would I do?</a> Y4 <a href="#">How dare you!</a> Y4 <a href="#">Secret or surprise?</a> Y4 <a href="#">Islands</a>	Y5 <a href="#">Taking notice of our feelings</a> Y5 <a href="#">Would you risk it?</a> Y5 <a href="#">Independence and responsibility</a> Y5 <a href="#">Ella's diary dilemma</a>	Y6 <a href="#">Acting appropriately</a> Y6 <a href="#">What's the risk? (2)</a> Y6 <a href="#">Pressure online</a> Y6 <a href="#">To share or not to share?</a> Y6 <a href="#">OK to be different</a>

			Y5 <a href="#">Play, like, share</a> Y5 <a href="#">Is it true?</a>	Y6 <a href="#">Think before you click!</a> Y6 <a href="#">What's the risk? (1)</a> Y6 <a href="#">It's a puzzle (OPTIONAL)</a>
<b><u>Statutory requirement</u></b>	<b>2. 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.</b>			
	Y3 <a href="#">Secret or surprise?</a> Y3 <a href="#">The Risk robot</a>	Y4 <a href="#">Secret or surprise?</a> Y4 <a href="#">How do we make a difference?</a>	Y5 <a href="#">Dear Ash</a> Y5 <a href="#">Growing up and changing bodies</a> Y5 <a href="#">Ella's diary dilemma</a>	Y6 <a href="#">It's a puzzle (OPTIONAL)</a> Y6 <a href="#">To share or not to share?</a> Y6 <a href="#">What's the risk? (2)</a> Y6 <a href="#">Acting appropriately</a>
<b><u>Statutory requirement</u></b>	<b>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</b>			
	Y3 <a href="#">Body space</a> Y4 <a href="#">Secret or surprise?</a>	Y4 <a href="#">Islands</a>	Y5 <a href="#">Taking notice of our feelings</a> Y5 <a href="#">Growing up and changing bodies</a>	Y6 <a href="#">Making babies</a> Y6 <a href="#">Acting appropriately</a> Y6 <a href="#">Don't force me</a> Y6 <a href="#">Pressure online</a> Y6 <a href="#">To share or not to share?</a>
<b><u>Statutory requirement</u></b>	<b>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</b>			
	Y3 <a href="#">None of your business!</a> Y3 <a href="#">Danger or risk?</a> Y3 <a href="#">Safe or unsafe?</a>	Y4 <a href="#">Secret or surprise?</a> Y4 <a href="#">Danger, risk or hazard?</a>	Y5 <a href="#">Taking notice of our feelings</a> Y5 <a href="#">Dear Ash</a> Y5 <a href="#">Play, like, share</a>	Y6 <a href="#">Don't force me</a> Y6 <a href="#">Acting appropriately</a> Y6 <a href="#">What's the risk? (2)</a> Y6 <a href="#">Pressure online</a> Y6 <a href="#">It's a puzzle (OPTIONAL)</a> Y6 <a href="#">Joe's story (part 1) (OPTIONAL)</a>
<b><u>Statutory requirement</u></b>	<b>5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</b>			
	Y3 <a href="#">None of your business!</a> Y3 <a href="#">Safe or unsafe?</a> Y3 <a href="#">The Risk robot</a>	Y4 <a href="#">Secret or surprise?</a> Y4 <a href="#">Islands</a> Y4 <a href="#">Danger, risk or hazard?</a>	Y5 <a href="#">Dear Ash</a> Y5 <a href="#">Taking notice of our feelings</a>	Y6 <a href="#">What's the risk? (1)</a> Y6 <a href="#">Don't force me</a> Y6 <a href="#">Acting appropriately</a> Y6 <a href="#">Pressure online</a> Y6 <a href="#">To share or not to share?</a>
<b><u>Statutory requirement</u></b>	<b>6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.</b>			
	Y3 <a href="#">Raisin challenge (1) (OPTIONAL)</a>	Y4 <a href="#">Who helps us stay healthy and safe?</a>	Y5 <a href="#">Dear Ash</a>	Y6 <a href="#">Making babies</a> Y6 <a href="#">Joe's story (part 1) (OPTIONAL)</a>



	Y3 <a href="#">Safe or unsafe?</a>	Y4 <a href="#">How dare you!</a>		Y6 <a href="#">Behave yourself</a> Y6 <a href="#">Acting appropriately</a>
<b><u>Statutory requirement</u></b>	<b>7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.</b>			
	Y3 <a href="#">My changing body</a> Y3 <a href="#">Safe or unsafe?</a> Y3 <a href="#">Body space</a>	Y4 <a href="#">Who helps us stay healthy and safe?</a> Y4 <a href="#">Secret or surprise?</a> Y4 <a href="#">Safety in numbers</a> Y4 <a href="#">All change!</a>	Y5 <a href="#">Changing bodies and feelings</a> Y5 <a href="#">Dear Ash</a> Y5 <a href="#">Taking notice of our feelings</a>	Y6 <a href="#">Making babies</a> Y6 <a href="#">Joe's story (part 1) (OPTIONAL)</a> Y6 <a href="#">Is this normal?</a> Y6 <a href="#">Acting appropriately</a> Y6 <a href="#">Don't force me</a> Y6 <a href="#">To share or not to share?</a>
<b><u>Statutory requirement</u></b>	<b>8. Where to get advice e.g. family, school and/or other sources</b>			
	Y3 <a href="#">Safe or unsafe?</a> Y3 <a href="#">Helping each other to stay safe</a>	Y4 <a href="#">Who helps us stay healthy and safe?</a>	Y5 <a href="#">Taking notice of our feelings</a> Y5 <a href="#">Dear Ash</a>	Y6 <a href="#">Making babies</a> Y6 <a href="#">Acting appropriately</a>
	<b>Physical Health and Mental Wellbeing (Health Education)</b>			
	<b>Mental wellbeing</b>			
<b><u>Statutory requirement</u></b>	<b>1. That mental wellbeing is a normal part of daily life, in the same way as physical health.</b>			
		Y4 <a href="#">Different feelings</a>	Y5 <a href="#">How good a friend are you?</a>	Y6 <a href="#">Rat Park</a> Y6 <a href="#">Dan's day (OPTIONAL)</a> Y6 <a href="#">Five Ways to Wellbeing project</a> Y6 <a href="#">Fakebook friends</a>
<b><u>SCIENCE</u></b>				Animals Including Humans – I know how to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
<b><u>Statutory requirement</u></b>	<b>2. 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.</b>			
	Y3 <a href="#">My special pet (OPTIONAL)</a>	Y4 <a href="#">Moving house</a> Y4 <a href="#">Secret or surprise?</a> Y4 <a href="#">Different feelings</a>	Y5 <a href="#">How good a friend are you?</a> Y5 <a href="#">How are they feeling?</a> Y5 <a href="#">Our emotional needs</a>	Y6 <a href="#">Helpful or unhelpful? Managing change</a> Y6 <a href="#">Dan's day (OPTIONAL)</a>
<b><u>Statutory requirement</u></b>	<b>3. 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.</b>			

	Y3 <a href="#">My special pet (OPTIONAL)</a> Y3 <a href="#">None of your business!</a>	Y4 <a href="#">An email from Harold!</a> Y4 <a href="#">Moving house</a> Y4 <a href="#">Different feelings</a> Y4 <a href="#">Ok or not ok? (part 1)</a> Y4 <a href="#">Ok or not ok? (part 2)</a> Y4 <a href="#">Secret or surprise?</a> Y4 <a href="#">When feelings change (OPTIONAL)</a> Y4 <a href="#">My feelings are all over the place!</a>	Y5 <a href="#">Our emotional needs</a> Y5 <a href="#">How good a friend are you?</a> Y5 <a href="#">How are they feeling?</a>	Y6 <a href="#">Rat Park</a> Y6I <a href="#">look great!</a> Y6 <a href="#">Dan's day (OPTIONAL)</a> Y6 <a href="#">OK to be different</a>
<b><u>Statutory requirement</u></b>	<b>4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</b>			
	Y3 <a href="#">My special pet (OPTIONAL)</a> Y3 <a href="#">None of your business!</a>	Y4 <a href="#">Different feelings</a> Y4 <a href="#">Islands</a> Y4 <a href="#">How dare you!</a> Y4 <a href="#">My feelings are all over the place!</a> Y4 <a href="#">When feelings change (OPTIONAL)</a>	Y5 <a href="#">Our emotional needs</a> Y5 <a href="#">How are they feeling?</a>	Y6 <a href="#">Rat Park</a> Y6 <a href="#">Joe's story (part 1) (OPTIONAL)</a> Y6 <a href="#">Dan's day (OPTIONAL)</a> Y6 <a href="#">Helpful or unhelpful? Managing change</a>
<b><u>Statutory requirement</u></b>	<b>5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</b>			
	Y3 <a href="#">Our helpful volunteers</a>	Y4 <a href="#">Volunteering is cool (OPTIONAL)</a>	Y5 <a href="#">Mo makes a difference</a>	Y6 <a href="#">Rat Park</a> Y6 <a href="#">Community art (OPTIONAL)</a> Y6 <a href="#">Action stations! (OPTIONAL)</a> Y6 <a href="#">Five Ways to Wellbeing project</a>
<b><u>SCIENCE</u></b>				Animals Including Humans – I know how to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
<b><u>Statutory requirement</u></b>	<b>6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</b>			
		Y4 <a href="#">An email from Harold!</a>		Y6 <a href="#">Rat Park</a> Y6 <a href="#">Five Ways to Wellbeing project</a> Y6 <a href="#">Advertising friendships!</a> Y6 <a href="#">Helpful or unhelpful? Managing change</a> Y6 <a href="#">Joe's story (part 1) (OPTIONAL)</a>
<b><u>Statutory requirement</u></b>	<b>7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</b>			

		Y4 <a href="#">An email from Harold!</a>		Y6 <a href="#">Rat Park</a> Y6 <a href="#">Joe's story (part 1) (OPTIONAL)</a> Y6 <a href="#">Five Ways to Wellbeing project</a>
<b>Statutory requirement</b>	<b>8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</b>			
	Y3 <a href="#">Let's celebrate our differences</a> Y3 <a href="#">Zeb</a>	Y4 <a href="#">Under pressure</a>	Y5 <a href="#">Communication (OPTIONAL)</a> Y5 <a href="#">Spot bullying</a>	
<b>Statutory requirement</b>	<b>9. 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).</b>			
		Y4 <a href="#">Moving house</a>	Y5 <a href="#">Our emotional needs</a>	Y6 <a href="#">Helpful or unhelpful? Managing change</a> Y6 <a href="#">Rat Park</a>
<b>Statutory requirement</b>	<b>10. 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.</b>			
			Y5 <a href="#">Our emotional needs</a>	
	<b>Internet safety and harms</b>			
<b>Statutory requirement</b>	<b>1. That for most people the internet is an integral part of life and has many benefits</b>			
	Y3 <a href="#">Super Searcher</a>		Y5 <a href="#">Play, like, share</a>	Y6 <a href="#">It's a puzzle (OPTIONAL)</a>
<b>Statutory requirement</b>	<b>2. 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.</b>			
	Y3 <a href="#">Raisin challenge (1) (OPTIONAL)</a>	Y4 <a href="#">Raisin challenge (2)</a> Y4 <a href="#">That is such a stereotype!</a> Y4 <a href="#">Danger, risk or hazard?</a> Y4 <a href="#">SCARF hotel</a> Y4 <a href="#">In the news!</a>	Y5 <a href="#">Is it true?</a> Y5 <a href="#">Play, like, share</a>	Y6 <a href="#">Boys will be boys? - challenging gender stereotypes</a> Y6 <a href="#">Five Ways to Wellbeing project</a> Y6 <a href="#">Media manipulation</a> Y6 <a href="#">I look great!</a>
<b>Statutory requirement</b>	<b>3. 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.</b>			
	Y3 <a href="#">None of your business!</a> Y3 <a href="#">Super Searcher</a>	Y4 <a href="#">SCARF hotel</a> Y4 <a href="#">Traffic lights (OPTIONAL)</a> Y4 <a href="#">Picture wise</a>	Y5 <a href="#">Play, like, share</a> Y5 <a href="#">Is it true?</a>	Y6 <a href="#">To share or not to share?</a> Y6 <a href="#">It's a puzzle (OPTIONAL)</a>

<b><u>Statutory requirement</u></b>	<b>4. Why social media, some computer games and online gaming, for example, are age restricted.</b>			
	Y3 <a href="#">As a rule</a>		Y5 <a href="#">Star qualities?</a> Y5 <a href="#">Spot bullying</a>	Y6 <a href="#">Think before you click!</a> Y6 <a href="#">It's a puzzle (OPTIONAL)</a> Y6 <a href="#">Fakebook friends</a>
<b><u>Statutory requirement</u></b>	<b>5. 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.</b>			
	Y3 <a href="#">None of your business!</a> Y3 <a href="#">Zeb</a> Y3 <a href="#">Let's celebrate our differences</a>	Y4 <a href="#">Picture wise</a> Y4 <a href="#">Under pressure</a> Y4 <a href="#">That is such a stereotype!</a>	Y5 <a href="#">Is it true?</a> Y5 <a href="#">Play, like, share</a> Y5 <a href="#">Spot bullying</a>	Y6 <a href="#">Think before you click!</a> Y6 <a href="#">Media manipulation</a> Y6 <a href="#">It's a puzzle (OPTIONAL)</a> Y6 <a href="#">To share or not to share?</a>
<b><u>Statutory requirement</u></b>	<b>6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</b>			
	Y3 <a href="#">Super Searcher</a> Y3 <a href="#">Recount task</a> Y3 <a href="#">Raisin challenge (1) (OPTIONAL)</a>	Y4 <a href="#">Raisin challenge (2)</a> Y4 <a href="#">That is such a stereotype!</a> Y4 <a href="#">In the news!</a>	Y5 <a href="#">Fact or opinion?</a> Y5 <a href="#">What's the story?</a> Y5 <a href="#">Smoking: what is normal? (OPTIONAL)</a> Y5 <a href="#">Vaping: healthy or unhealthy?</a> Y5 <a href="#">Is it true?</a>	Y6 <a href="#">What's the risk? (2)</a> Y6 <a href="#">Fakebook friends</a> Y6 <a href="#">Two sides to every story</a> Y6 <a href="#">Boys will be boys? - challenging gender stereotypes</a>
<b><u>Statutory requirement</u></b>	<b>7. Where and how to report concerns and get support with issues online.</b>			
	Y3 <a href="#">None of your business!</a>	Y4 <a href="#">In the news!</a>	Y5 <a href="#">Play, like, share</a>	Y6 <a href="#">To share or not to share?</a> Y6 <a href="#">It's a puzzle (OPTIONAL)</a>
<b>Physical health and fitness</b>				
<b><u>Statutory requirement</u></b>	<b>1. The characteristics and mental and physical benefits of an active lifestyle.</b>			
		Y4 <a href="#">SCARF hotel</a>		
<b>SCIENCE</b>				Animals Including Humans – I know how to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

<b><u>Statutory requirement</u></b>	<b>2. 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.</b>			
		Y4 <a href="#">SCARF hotel</a>	Y5 <a href="#">What's the story?</a>	Y6 <a href="#">Five Ways to Wellbeing project</a>
<b>SCIENCE</b>				Animals Including Humans – I know how to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
<b><u>Statutory requirement</u></b>	<b>3. The risks associated with an inactive lifestyle (including obesity).</b>			
		Y4 <a href="#">Danger, risk or hazard?</a>	Y5 <a href="#">What's the story?</a>	Y6 <a href="#">Five Ways to Wellbeing project</a>
<b>SCIENCE</b>				Animals Including Humans – I know how to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
<b><u>Statutory requirement</u></b>	<b>4. How and when to seek support including which adults to speak to in school if they are worried about their health.</b>			
		Y4 <a href="#">Who helps us stay healthy and safe?</a>		Y6 <a href="#">Five Ways to Wellbeing project</a>
	<b>Healthy eating</b>			
<b><u>Statutory requirement</u></b>	<b>1. What constitutes a healthy diet (including understanding calories and other nutritional content).</b>			
	Y3 <a href="#">Derek cooks dinner! (healthy eating)</a>	Y4 <a href="#">Danger, risk or hazard?</a> Y4 <a href="#">SCARF hotel</a>	Y5 <a href="#">What's the story?</a>	
<b>SCIENCE</b>	Animals Including Humans – I know how to identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food: they get nutrition from what they eat.			Animals Including Humans – I know how to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Animals Including Humans – I know how to describe the ways in which nutrients and water are transported within animals, including humans.



Statutory requirement	2. The principles of planning and preparing a range of healthy meals.			
	Y3 <a href="#">Derek cooks dinner! (healthy eating)</a>	Y4 <a href="#">SCARF hotel</a>		
SCIENCE	Animals Including Humans – I know how to identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food: they get nutrition from what they eat.			Animals Including Humans – I know how to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Animals Including Humans – I know how to describe the ways in which nutrients and water are transported within animals, including humans.
Statutory requirement	3. 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).			
	Y3 <a href="#">Derek cooks dinner! (healthy eating)</a> Y3 <a href="#">Alcohol and cigarettes: the facts</a> Y3 <a href="#">Help or harm?</a>	Y4 <a href="#">Know the norms (OPTIONAL)</a> Y4 <a href="#">SCARF hotel</a> Y4 <a href="#">Danger, risk or hazard?</a> Y4 <a href="#">Ok or not ok? (part 2)</a> Y4 <a href="#">Ok or not ok? (part 1)</a>		Y6 <a href="#">Rat Park</a> Y6 <a href="#">Drugs: it's the law!</a> Y6 <a href="#">Alcohol: what is normal?</a> Y6 <a href="#">Joe's story (part 1) (OPTIONAL)</a> Y6 <a href="#">What sort of drug is...?</a>
SCIENCE	Animals Including Humans – I know how to identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food: they get nutrition from what they eat.			Animals Including Humans – I know how to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Animals Including Humans – I know how to describe the ways in which nutrients and water are transported within animals, including humans.
	Drugs, alcohol and tobacco			
Statutory requirement	1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.			
	Y3 <a href="#">Alcohol and cigarettes: the facts</a> Y3 <a href="#">Help or harm?</a>	Y4 <a href="#">Know the norms (OPTIONAL)</a> Y4 <a href="#">Medicines: check the label</a> Y4 <a href="#">Keeping ourselves safe</a> Y4 <a href="#">Danger, risk or hazard?</a>	Y5 <a href="#">'Thinking' about habits (OPTIONAL)</a> Y5 <a href="#">Vaping: healthy or unhealthy?</a> Y5 <a href="#">Smoking: what is normal? (OPTIONAL)</a>	Y6 <a href="#">Alcohol: what is normal?</a> Y6 <a href="#">Drugs: it's the law!</a> Y6 <a href="#">What's the risk? (1)</a> Y6 <a href="#">What sort of drug is...?</a> Y6 <a href="#">Rat Park</a>

			Y5 <a href="#">Drugs: true or false? (OPTIONAL)</a>	
SCIENCE				Animals Including Humans – I know how to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
	<b>Health and prevention</b>			
<u>Statutory requirement</u>	1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.			
				Y6 <a href="#">Five Ways to Wellbeing project</a>
<u>Statutory requirement</u>	2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.			
		Y4 <a href="#">Danger, risk or hazard?</a>		
<u>Statutory requirement</u>	3. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.			
		Y4 <a href="#">SCARF hotel</a>		Y6 <a href="#">Five Ways to Wellbeing project</a>
<u>Statutory requirement</u>	4. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.			
				Y6 <a href="#">Five Ways to Wellbeing project</a>
SCIENCE		Animals Including Humans – I know how to identify the different types of teeth in humans and their simple functions.		
<u>Statutory requirement</u>	5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.			
	Y3 <a href="#">Poorly Harold</a>	Y4 <a href="#">Medicines: check the label</a>		Y6 <a href="#">What is HIV? (OPTIONAL)</a>
<u>Statutory requirement</u>	6. The facts and science relating to allergies, immunisation and vaccination.			
	Y3 <a href="#">Poorly Harold</a>			Y6 <a href="#">Five Ways to Wellbeing project</a>
	<b>Basic first-aid</b>			
<u>Statutory requirement</u>	1. How to make a clear and efficient call to emergency services if necessary.			

	Y3 <a href="#">Basic first aid</a>	Y4 <a href="#">Basic first aid</a>	Y5 <a href="#">Basic first aid, including Sepsis Awareness</a>	Y6 <a href="#">Basic first aid, including Sepsis Awareness</a> Y6 <a href="#">Five Ways to Wellbeing project</a>
<b><u>Statutory requirement</u></b>	<b>2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</b>			
	Y3 <a href="#">Basic first aid</a>	Y4 <a href="#">Basic first aid</a>	Y5 <a href="#">Basic first aid, including Sepsis Awareness</a>	Y6 <a href="#">Basic first aid, including Sepsis Awareness</a> Y6 <a href="#">Five Ways to Wellbeing project</a>
<b>SCIENCE</b>				Animals Including Humans – I know how to identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
	<b>Changing adolescent body</b>			
<b><u>Statutory requirement</u></b>	<b>1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</b>			
	Y3 <a href="#">My changing body</a>	Y4 <a href="#">Preparing for changes at puberty (formerly Period positive/preparing for periods)</a> Y4 <a href="#">All change!</a> Y4 <a href="#">My feelings are all over the place!</a>	Y5 <a href="#">Growing up and changing bodies</a> Y5 <a href="#">Help! I'm a teenager - get me out of here!</a> Y5 <a href="#">Changing bodies and feelings</a>	Y6 <a href="#">What's the risk? (2)</a> Y6 <a href="#">Making babies</a> Y6 <a href="#">I look great!</a> Y6 <a href="#">Is this normal?</a> Y6 <a href="#">Dan's day (OPTIONAL)</a>
<b>SCIENCE</b>			Animals Including Humans – I know how to describe the changes as humans develop to old age.	Evolution and Inheritance – I know how to recognise that living things produce offspring of the same kind, but normally vary and are not identical to their parents.
<b><u>Statutory requirement</u></b>	<b>2. About menstrual wellbeing including the key facts about the menstrual cycle</b>			
	Y3 <a href="#">My changing body</a>	Y4 <a href="#">Preparing for changes at puberty (formerly Period positive/preparing for periods)</a>	Y5 <a href="#">Growing up and changing bodies</a>	Y6 <a href="#">Is this normal?</a> Y6 <a href="#">Making babies</a>