



PSHE Policy (including Relationships and Health Education)

Date	August 2020
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Record of updates			
Update No.	Date Updated	Update	Signature
1	24/9/20	How to answer Qs (4.5) and CPD for teachers (9.1)	I Lucas
2	20/12/20	Changes to SLDs	I Lucas
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Intent

1. Aims and objectives

1.1 Through our PSHE (Personal, Social, Health and Economic) curriculum we want to equip our children with the knowledge, skills and attributes they need to manage their lives now and in the future. We want them to become more independent, form healthy relationships, manage their feelings & emotions and stay healthy and safe. We want them to develop into well-rounded individuals who have self-confidence, are motivated to learn and be active and responsible citizens.

We want to prepare our children for the future by encouraging the development of characteristics for life such as a love of learning, resilience, integrity, teamwork, critical thinking and independence. We want to prepare them for the world of work and support them in developing enterprise skills and financial awareness.

1.2 Our aims, in line with the statutory guidance for PSHE, including Relationships and Health Education, are that all pupils:

- know how to be safe and healthy (mentally and physically) and how to manage their academic, personal and social lives in a positive way
- learn how to form healthy, respectful relationships focusing on family and friendships in all contexts, including online
- learn the knowledge that will enable them to make informed decisions about their well-being, health and relationships and build their self-efficacy
- develop the capacity to make sound decisions when facing risks, challenges and complex contexts
- develop resilience, to know how and when to ask for help and to know where to access support
- access opportunities which promote their spiritual, moral, social, cultural, mental and physical development

Implementation

2. PSHE Curriculum Overview

PSHE remains a non-statutory subject however, there are aspects of it we are now required to teach by law. We must teach relationships and health education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance. We must also teach health education under the same statutory guidance.

2.1 Early Years

The EYFS Framework states that:

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

The area is split into 3 strands:

Self-confidence and self-awareness: children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.

The children are provided with opportunities to explore these throughout their time in nursery and reception.

2.2 Key Stages 1 and 2

At Summerville Primary School we follow the programme of study published by the PSHE Association. This scheme of work is broken down into 3 strands:

- Health and Wellbeing
- Relationships
- Living in the Wider World

These are further broken down into the following subcategories.

As part of the 'Health and Wellbeing' strand the children learn about healthy lifestyles, mental health, themselves (including how they grow and change), keeping safe and drugs, alcohol and tobacco.

Under the 'Relationships' strand they learn about families and close positive relationships, friendships, how to manage bullying and hurtful behaviour, how to keep safe in relationships and having respect for themselves and others.

Whilst studying the 'Living in the Wider World' unit, the children are taught about shared responsibilities, communities, media literacy and digital resilience, economic wellbeing around money and about future aspirations, work and career.

The fact that we use a spiral curriculum means that the children revisit the different areas throughout their time at primary school and build on what they have previously learnt. This ensures that they receive depth and breadth within the subject.

Our guiding principles are that that all of the compulsory subject content must be age appropriate and developmentally appropriate. It will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

In line with the ethos of our school, we have tried to integrate the learning into all the subjects we teach. So for example, the children learn about physical well-being in PE lessons, they learn how to listen to, respect and politely challenge others' points of view in P4C and learn how to stay safe when using technology in their computing lessons. In addition to this we have weekly class assemblies and themed days each half term covering all the strands of the curriculum.

A full breakdown of all the objectives for the statutory strands of relationships and health education can be found in Appendix 1.

3. PSHE curriculum planning

3.1 We teach PSHE in our nursery and reception classes as an integral part of the topic work covered during the year. The provision in the Foundation Stage is linked to the EYFS statutory framework, especially the areas covering 'Communication and Language Development', 'Physical Development' and 'Personal, Social and Emotional Development'.

3.2 We use the 'Relationships Education and Health Education Statutory Guidance' and the PSHE Association 'Programme of Study for PSHE Education' as the basis for our curriculum planning in Key Stages 1 and 2.

3.3 We are committed to providing a knowledge and skills rich PSHE curriculum which reflects the diversity of our school community. PSHE, including health and relationships education forms part of the school curriculum policy to provide a broad and balanced education to all children. Whilst not statutory, we have taken the decision at Summerville to also teach the 'Living in the Wider World' strand alongside the health and relationships strands.

3.4 Our long-term plans have been created by the subject leader and ensure complete curriculum objective coverage and allows the children to develop the required knowledge, skills and attributes. The plan has been carefully designed and sequenced using a spiral model where prior learning is revisited, reinforced and extended year on year.

3.5 Our medium-term plans have been created by the teachers in conjunction with the subject leader to ensure personalised learning that is right for our children.

3.6 Where possible, we combine PSHE studies with other curriculum areas and provide learning opportunities within context. Examples of this include teaching about physical health in PE lessons, puberty in science lessons covering how humans grow and change and diversity through the No Outsiders programme.

3.7 Each half term we have a PSHE day (as detailed below) where the children are immersed in different areas of the curriculum. The learning opportunities and activities for the day are planned and delivered by the class teachers with the subject leader having an overview to ensure curriculum coverage and progression. An outline of the topics covered on the days, by year group can be found in Appendix 2.

Autumn A	Friendship Day
Autumn B	Anti-Bullying Day
Spring A	Health and Well-being Day
Spring B	Relationships Day
Summer A	Staying Safe Day
Summer B	Economic Well-being Day

3.8 Each week the children receive a class-based assembly which rotate through the 6 key areas above. During these assemblies, the children revisit, build on and further explore prior learning. The year group plans for these assemblies can be found in Appendix 3.

3.9 The learning objectives relating to the changing adolescent body, including the physical and emotional changes associated with puberty are taught during the 'Animals, including humans' science unit in Year 5 and also in our 'Growing and Changing' units delivered to Year 5 and 6. The outline of the 'Growing and Changing Units' can be found in Appendix 4.

3.10 As enhancements to the scheme of work and to provide real life opportunities for learning, a number of community events take place throughout the year such as fundraising and litter picking.

3.11 Where appropriate, visitors are invited into school to deliver some lessons to the children e.g. representatives from Salford University, Police, Road Safety Officers, NSPCC.

3.12 The scheme of work has been carefully designed to ensure that topics are taught sensitively and are age appropriate.

3.13 The views of pupils, parents and teachers will be sought regularly throughout the academic year and the LTPs and teaching materials will be updated to reflect feedback.

3.14 All the plans in place for the teaching of PSHE will be reviewed half termly by the subject leader in conjunction with the class teachers.

4. Teaching and learning

4.1 As previously mentioned, where possible we combine PSHE studies with other curriculum areas and provide learning opportunities within context. The long term plan has been carefully designed using opportunities to draw links between subjects and integrate teaching where appropriate. Where this is not possible the subject matter is taught discretely.

4.2 As with all subjects, we use a variety of teaching and learning styles in PSHE lessons. We believe in whole class teaching methods with additional support as required and combine these with enquiry-based research activities, circle time, paired and small group work and practical activities.

4.3 We offer them the opportunity to use a variety of resources such as picture books, websites, art materials, statistics, pictures and photographs and enable them to use IT in PSHE lessons to enhance learning.

4.4 As part of our ongoing commitment to improving literacy, the children are encouraged to produce short pieces of PSHE related writing regularly. We also regularly read carefully selected picture books with the children that address related issues in a sensitive and age appropriate way.

4.5 Children will be encouraged to ask questions and teaching staff will know how to answer them in an appropriate way e.g. whole class, an individual response, a joint response with parents/carers involved.

4.6 When presenting their work, pupils are encouraged to do so creatively.

4.7 We recognise the fact that children have different abilities and at Summerville we teach PSHE to all children, whatever their ability. We provide suitable learning opportunities for them by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks, which are open ended and can have a variety of responses;
- setting tasks of increasing difficulty with some children not expected to complete all the tasks;
- grouping children by ability and setting different tasks to each ability group;
- providing resources of different complexity according to the ability of the child; and
- using learning support assistants to support the work of individual children or groups of children.

4.8 At Summerville Primary School, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability.

5. Pupils with special educational needs and disabilities

5.1 To ensure accessibility for all children, including those with special educational needs and disabilities (SEND) we provide high quality teaching that is differentiated and personalised.

5.2 We are aware that some children are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and these factors are taken into consideration in the designing and teaching of the subject.

5.3 As with all subjects, we understand that there is a need to meet tailor content and teaching to meet the needs of pupils at different developmental stages. We will ensure that we deliver the subject and content in a sensitive, age-appropriate and developmentally appropriate way.

6. The contribution of PSHE to teaching in other curriculum areas

6.1 English: PSHE makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening.

6.2 Mathematics: PSHE in our school contributes to the teaching of mathematics in a variety of ways. Children study graphs and data related to a number of issues. They are also taught about money and financial responsibility.

6.3 ICT and computing: Children use ICT in PSHE to enhance their skills and they research information through the Internet. The children are also taught how to stay safe online, healthy choices as an alternative to screen time and how to use devices safely when out and about.

6.4 PE: During PE lessons the children are taught about the emotional and physical benefits of keeping active and the risks associated with sedentary lifestyles. Links are also made to the importance of keeping hydrated, eating healthily and the negative effects of a poor diet on physical and mental health. The children take part in the Daily Mile activity at least 3 times a week. The children are also taught basic first aid skills.

6.5 Art: Children are provided with opportunities to use art and creativity as a means of expressing emotions and feelings.

6.6 History: The primary history curriculum takes children all over the world and they are encouraged to make connections between the world then and the world today. Understanding the history surrounding issues such as gender inequality, racism, migration and diverse communities allows the children to see that some progress has been made but that further work is needed.

6.7 P4C: Philosophy for Children (P4C) improves children's critical, creative and rigorous thinking and helps them to develop higher order thinking skills, improve communication skills and learn to co-operate with others. The children's understanding of relationships, behaviours, emotions, thinking and feelings they learn in PSHE allows them to make reasoned judgements and put forward views on the implications that these have in the world.

6.8 Science: A substantial number of the health learning objectives are directly linked to the science curriculum such as changes to the adolescent body, dental care, healthy eating and germs/hygiene.

6.9 Geography: Through geographical enquiries the children explore PSHE related issues including migration, loss and devastation due to natural disasters, caring for the environment, Fair Trade and beliefs connected with different cultures.

6.10 Religious Education: As the children are taught about different world religions and the concepts of faith, they learn to be respectful towards people whose traditions, beliefs and lifestyle are different from their own. They explore the importance of kindness and tolerance.

7. Assessment, recording and reporting

7.1 Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key health and relationship related knowledge is taught to enable and promote the development of children's health and wellbeing.

Assessment is supported by use of the following strategies:

- observing children at work, individually, in pairs, in a group and in class during whole class teaching;
- using differentiated, open-ended questions that require children to explain and unpick their understanding;
- providing effective feedback during the lesson and through marking;
- providing opportunities for self-assessment;
- using retrieval activities and benchmarking activities to establish prior knowledge;
- moderation and monitoring of written work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners.

7.2 This assessment information is recorded on the school assessment system, discussed during pupil progress meetings between class teachers and subject leaders/SLT and is used by teachers to inform future planning.

7.3 Teachers will use the assessments to identify where pupils need extra support or intervention.

7.4 The assessment information also forms the basis of discussions at parents' evenings and is documented in the end of year reports to parents.

8. Parental Involvement

8.1 We will ensure that we work closely with parents/carers when planning and delivering PSHE, including relationship and health education. This will be achieved by:

- Clearly communicating what will be taught and when
- Sharing resources

- Providing opportunities for parents to understand the purpose and content of the statutory Relationship and Health Education Curriculum
- Providing opportunities for parents to ask questions
- Addressing any concerns
- Supporting parents in managing conversations with their children on the issues raised

8.2 The children will be encouraged to develop and extend their studies at home using the online learning platform Seesaw.

8.3 We will communicate clearly with parents that they have the right to request that their child be withdrawn from any sex education, other than where it is taught as part of the science curriculum.

8.4 As a primary school and in accordance with the government guidance, any requests to withdraw a pupil from any sex education, other than as part of the science curriculum, will be automatically granted by the head teacher.

9. Subject Leadership

9.1 The subject leader will be responsible for:

- i) producing an agreed PSHE (including statutory Relationship and Health Education) policy, vision and curriculum overview;
- ii) producing and regularly reviewing long-term plan and units of work (MTPs) for the subject which are compatible with the school's overall curricular aims and which meet the statutory requirements;
- iii) developing and overview of the PSHE curriculum and providing a strategic lead and direction for the subject in the school
- iv) providing advice and support to teachers on appropriate resources, teaching strategies and approaches to assessment;
- v) co-ordinating the purchase, organisation and storage of appropriate PSHE resources;
- vi) collecting a portfolio of pupils' work and teacher assessment in the subject to ensure consistency of standards;
- vii) monitoring the standard of the children's work and the quality of teaching in PSHE;
- viii) keeping abreast of recent developments in the subject, ensuring they have an excellent subject knowledge, attending relevant CPD and participating in the planning and delivery of school based INSET and training events.
- ix) ensuring all staff receive high quality CPD around PSHE and the health and relationships aspects

9.2 Standards of learning in PSHE will be high and match the standards in other subjects such as English and maths.

9.3 To ensure effective practice the subject leader will be given dedicated time to lead on this subject.

10. Resources

10.1 We will source and provide the necessary resources in our school to be able to teach the PSHE curriculum.

10.2 We will ensure the children have access to a range of specialist teachers if appropriate.

11. The Law

11.1 We will ensure that we comply with the relevant provisions of the Equality Act 2010 including protected characteristics and discrimination.

11.2 We will ensure we follow Department of Education guidance documents.

11.3 Pupils will be made aware of the relevant legal provisions when topics are taught e.g. age restrictions, employment, antisocial behaviour, hate crime, criminal behaviour, drugs and substance misuse and female genital mutilation (FGM).

12. Safeguarding

12.1 We understand the important role schools play in keeping children safe and providing preventative education.

12.2 By allowing the children an open forum to discuss potentially sensitive issues, we are aware that potential safeguarding concerns may be raised. All staff have read and understand the Keeping Children Safe in Education guidance and are clear on how to quickly and effectively deal with any safeguarding issues raised.

12.3 Full details of our safeguarding procedures can be found in our Safeguarding Policy.

13. Health and Safety

13.1 Teachers and support staff are responsible in ensuring that curriculum activities in this subject area are safe. Therefore it is important that they identify any hazards and assess the risks in the learning environment, whether in school or outside of school.

13.2 Staff members should ensure that children are taught to handle any equipment, resources, and artefacts in the appropriate and safe manner.

14. Policy Approval and Review

14.1 This policy will be reviewed annually by the subject leader.

14.2 The policy will be ratified by the governing body.

Impact

As a result, our children at Summerville Primary will enjoy PSHE (including Relationship and Health Education) lessons and by the time they leave us, they will

be equipped with the necessary skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.

Pupils will know why it is important to stay safe and healthy and have learnt numerous strategies to help them achieve this goal. This will allow them to manage their lives in a positive way. The children will understand about healthy and respectful relationships, particularly around family and friendships. They will understand that mental wellbeing and physical health are central to living a contented and fulfilling life and will have started to learn the personal attributes that will serve them well in life such as kindness, respect, resilience, integrity and honesty.

They will have been introduced to the wider world and will be starting to understand their place in society and how they can make active contributions to their communities.

Evidence of work in PSHE will show that the learning objectives have been met. Standards will be high and match the standards in other subjects such as English and maths.

Appendix 1

Relationships

Families and people who care for me	<p>Pupils should know:</p> <ul style="list-style-type: none">• 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 (opposite sex and same sex 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	<p>Pupils should know:</p> <ul style="list-style-type: none">• 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

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Respectful relationships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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 • 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
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Online relationships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know:</p> <ul style="list-style-type: none">• 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
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Physical health and mental wellbeing

Mental wellbeing	<p>Pupils should know:</p> <ul style="list-style-type: none">• 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 interest• 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
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Internet safety and harms	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and prevention	<p>Pupils should know:</p> <ul style="list-style-type: none"> 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> 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

Appendix 2

Friendship Day (Autumn A)	
Y1	Understanding how we make friends, what makes a good friend and what you can do if you or someone feels lonely
Y2	Exploring what the elements of a good friendship are. Understanding that sometimes friends fall out and developing some simple strategies to resolve arguments between friends. Learning how to ask for help if a friendship is worrying you or makes you unhappy.
Y3	Understanding the importance of friendships and how friends support mental well-being. Strategies for building positive friendships (including online) and understanding what positive and healthy friendships look like. Recognising what we can do if you or other feel lonely or excluded.
Y4	Recapping on the importance of friendship and what healthy friendships look like. Exploring that we can be friends with people who are different from ourselves and that this can bring rich diversity to our lives. Understanding that friends do fall out at times and exploring strategies to resolve arguments between friends, including starting to learn about compromise, admitting our part in things and learning to apologise). Dealing with feeling lonely or left out and how to ask for help if a friendship is worrying you or makes you unhappy.
Y5	Exploring the different types of online relationships we have and how they compare to our 'real-life' friends. Understanding the dangers associated with online friends. Recognising that we have the right to be treated respectfully online and we should treat others with the same respect. Understanding that unpleasant behaviour happens online and how rash and impulsive reactions to it can have real and serious consequences (including any legal aspects). Learning strategies to handle falling out online and who to talk to if you have concerns. Learning when it is and isn't okay to keep secrets and how to resist peer pressure online.
Y6	Exploring what positive and healthy friendships look like (including exploring power and control within them) and recognising that having different types of friends brings benefits to our lives. Understanding what makes a good friend and reflecting on whether we are being a good friend to the people in our lives. Understanding that friendships take time and effort to maintain, and that they can change over time. Learning how to make new friends whilst still looking after our old friends. Exploring strategies to address falling out and resolving conflict and disputes (skills of compromise, negotiation, seeing our part in things, apologies, respecting others' points of view). Exploring the concept of 'loyalty' and when is it okay to keep something confidential and when not and how to resist peer pressure.

Anti-Bullying Day (Autumn B) Theme: United Against Bullying			
	Anti-Bullying Area to cover	Cross Curricular Links	
Y1	Celebrating how we are all different and unique and the importance of being kind	Y1 – Computing piece –children put into small groups that have a diverse mix of gender, race, religion and get them to explore what they all have in common. Then video the children in those groups each saying something along the lines of ‘We might look very different but we all like....’ Or ‘We might not look the same but we....’. Put the videos together to make one class video celebrating diversity. There are lots of books as well in the No Outsiders scheme that celebrate diversity that you can use throughout the day.	
Y2	Being kind and unkind and how that makes people feel	Y2 – Art piece – hearts or hands that fit together to make a larger heart or larger hand. C to write how they can be kind and add colour and artwork. They can then put them together into the bigger piece with the title ‘Y2 are United in Being Kind’. There are lots of books as well in the No Outsiders scheme that cover being kind that you can use throughout the day.	
Y3	Face to face bullying	Y3 - D&T – Anti-Bullying Superhero Squad – C to design a superhero with: hero name, costume colour, logo or symbol, their powers and how they got them, who they protect or stand up for and why. These superheroes can then be displayed together to create a ‘squad’.	
Y4	Cyberbullying	Y4 - Art piece – jigsaw pieces (A5 size) that fit together to create a big picture. C to write their pledge on a piece of the jigsaw (I choose to....) and add colour and artwork. Then they can be put together into the bigger piece with the title ‘Y4 are United Against Bullying’	
Y5	Face to face bullying	Y5 - Computing – C are videoed recording their pledges in small groups. Save them on the system and then the children create a full length video with them – iMovie perhaps?	
Y6	Cyberbullying	Y6 - Poetry – Create a class poem. The children work in small groups or pairs to write 2 or 4 lines of the poem and then as a class pull it all together into one poem. Or maybe you would prefer to do it as a rap?	

Health and Wellbeing Day (Spring A)			
	Physical Health	Mental Health	Ourselves, Growing and Changing
Y1	Learning what keeping healthy means, how to keep physically healthy, including ways to keep active each day.	Exploring the different feelings we experience and learn how feelings can affect our bodies and behaviour. Learning how to recognise what others are feeling and understand that not everyone feels the same about things. Developing ways to share emotions and recognise the things that make you feel good.	Opportunities to explore what makes us special and the ways we are all unique.
Y2	Learning what keeping healthy means and different ways we keep healthy. Looking at foods that support good health and the risks of eating too much sugar, including obesity and dental decay.	Learn how to manage 'big' feelings, recognise when you need help and how to ask for it	Identifying what we're good at, what we like and dislike and how to manage when we're finding things difficult
Y3	Learning about the importance of sleep and how to balance our time between being active and finding time to relax. The children also explore the importance of balancing time online with other activities.	Recognising that mental health, just like physical health, is part of daily life. Learning the importance of taking care of our mental health. Exploring the different feelings we can experience and the importance of being able to express feelings in different ways.	Exploring our personal identity and what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes). Recognising personal qualities and individuality and how to manage setbacks and perceived failures.
Y4	Exploring how regular exercise benefits our mental and physical health, finding opportunities to be physically active and learning about some of the risks associated with an inactive lifestyle.	Learning practical strategies to respond to feelings, including intense or conflicting feelings. Recognising that anyone can experience mental ill-health, what the warning signs look like and how to seek support for themselves and others.	Further exploring about personal identity and how these contribute to self-worth.
Y5	Learning about what constitutes a healthy diet and how to plan healthy meals. Exploring the risks associated with not eating a healthy diet including obesity and tooth decay	Recognising that mental health, just like physical health, is part of daily life and it's important to look after it. Exploring strategies and behaviours that support mental well-being, including sleep, physical exercise, diet, rest, hobbies, and spending time with family and friends. can support mental health and wellbeing. Recognising that feelings can change over time and range in intensity and that everyday things can affect our feelings and it's important to express them.	Covered in the Growing and Changing Unit taught in Summer B – see Appendix 4
Y6	Learning how bacteria and viruses can affect health and how everyday hygiene routines can limit the spread of infection. The importance of maintaining good oral hygiene, the impact of lifestyle choices on dental health and why regular visits to the dentist are essential. Learning how medicines, when used responsibly, contribute to health and that some diseases can be prevented by vaccinations and immunisations. Exploring how allergies can be managed	Understanding that challenges and change can affect our feelings and exploring problem solving strategies for dealing with these times with a focus on the pressures of Year 6.	Covered in the Growing and Changing Unit taught in Summer B – see Appendix 4

Relationship Day (Spring B)			
	Families and close personal relationships	Safe Relationships	Respecting Self and Others
Y1	Looking at the roles different people (family, friends, neighbours etc) play in our lives. Exploring who the people are who love and care for us and how they do that. Understanding how to respond safely to adults they don't know.	Understanding that negative physical contact is not okay and learning strategies around how to respond if physical contact makes them feel uncomfortable or unsafe. Learning why it's important not to keep secrets for adults and how to resist pressure to do something they don't want to do and makes them feel unsafe. Recognising the importance of sharing any worries and who they can turn to for help.	Exploring the ways we are the same and different. Understanding what it means to be kind/inkind and learning how to be polite and courteous.
Y2	Understanding that there are different types of families which may be different to their own. Identifying what are the common features of family life and knowing that it's important to tell someone if something about their family makes them unhappy or worried	NSPCC PANTS rules Naming body parts and know which parts should be private, knowing the difference between appropriate and inappropriate touch, understanding that they have the right to say "no" to unwanted touch and thinking about who they trust and who they can ask for help.	Learning how to listen to other people, how to talk about things and share opinions on things that matter to us.
Y3	Recognising and respecting that there are different types of family relationships and structures (including single parents, same-sex parents, step-parents, blended families, foster parents). Understanding that families of all types can give family members love, security and stability and a feature of positive family life is caring relationships. Recognising the other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty. Identifying the different ways in which people care for one another. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.	Understanding where to get advice and report concerns if they are worried about their own or someone else's personal safety in the family.	Understanding that our personal behaviour can affect other people in the family and learning how to treat people in the family with respect and courtesy.
Y4	Recognising that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)	Learning about privacy and personal boundaries and what is and isn't appropriate in friendships and wider relationships. Understanding how to respond safely and appropriately to adults they may encounter whom they do not know. Recognising different types of physical contact; what is acceptable and unacceptable and strategies to respond to unwanted physical contact. Recapping the NSPCC PANTS scheme of work. Exploring	Understanding that our personal behaviour can affect other people in our wider relationships. Learning how to treat people with respect and exploring how can we be more respectful and courteous in all our relationships. Identifying and respecting the differences and similarities between people including when traditions, beliefs and lifestyles are different to our own.

		<p>when it's okay to keep things confidential or secret and when it is right to break a confidence or share a secret. Recognising pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. Identifying where to get advice and report concerns if worried about their own or someone else's personal safety.</p>	
Y5	<p>Recognising that there are different types of relationships including online relationships.</p>	<p>Learning about privacy and personal boundaries online and what is appropriate in friendships and wider relationships when online. Understanding why someone may behave differently online including pretending to be someone they are not. Learning strategies for recognising risks, harmful content and contact online and how to report concerns. Learning how to respond safely and appropriately to adults they may encounter online whom they do not know. Exploring the areas around seeking and giving permission (consent) in different situations including the request for images online. Understanding when it is acceptable to keep something shared or seen online confidential or secret, and when it is right to break a confidence or share a secret. Recognising pressure from others to do something unsafe or that makes them feel uncomfortable online and developing strategies for managing this. Identifying where to get advice and report concerns if worried about their own or someone else's personal safety online.</p>	<p>Understanding that our personal behaviour can affect other people in the family to recognise and model respectful behaviour when online. Recognising that they can expect to be treated politely and with respect by others when online.</p>
Y6	<p>On the day Y6 will use the Real Love Rocks scheme of work. The package was created to address increasing concerns around CSE (Child Sexual Exploitation) and grooming, and was set up by Barnardo's. It is a programme developed, with young people who have been exploited, to promote healthy, consensual, safe relationships. The primary programme is designed to be delivered to Year 6, talking to them about 4 specific areas:</p> <ul style="list-style-type: none"> • Healthy Relationships (including power, control and self-respect) • Grooming • Keeping Safe • Online Safety 		

In addition the following objectives will be covered:

- recognising that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
- understanding that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different
- learning that marriage and civil partnership (same sex and different sex) are legal declarations of commitment made by two adults who love and care for each other, which is intended to be lifelong
- understanding that forcing anyone to marry against their will is a crime and that help and support is available to people who are worried about this for themselves or others
- recognising that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart

Staying Safe Day – Summer A		
	<u>Keeping Safe</u>	<u>Drugs, Alcohol and Tobacco</u>
Y1	Understanding which people help us stay safe and how they do this. Learning how to stay safe in the home, including how household products and medicines can be harmful, fire safety and electrical safety.	Learning how medicines can be dangerous.
Y2	Recognising risks and how to manage them and who to turn to if you feel unsafe. Exploring how to stay safe when out and about, including stranger danger, road safety, rail safety, fire safety, sun safety and getting lost.	Recapping the risks associated in the home around medicines and starting to explore how people use medicines and prescription drugs and how these can affect how people feel and behave.
Y3	Understanding the importance for following and complying with regulations and restrictions (including age restrictions). Identifying how they can promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming. Learning about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce these risks and keep safe. Understanding the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully). Learning strategies for how to respond and react in an emergency situation; how to identify situations that may require the emergency services and how to contact them and what to say.	Recapping the risks associated in the home around medicines and exploring in more detail how people use them and how they can affect how people feel and behave.
Y4	Identifying strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety. Learning how to use digital devices safely when out and about. Understanding the importance of keeping personal information private. Learning strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others. Understanding what to do if they are frightened or worried by something they have seen or read online and how to report their concerns, inappropriate content and/or contact. Recapping how to respond and react in an emergency situation, including how to identify situations that may require the emergency services and knowing how to contact them and what to say.	

	Understanding about the benefits of sun exposure and risks associated with overexposure. Learning how to keep safe from sun damage and sun/heat stroke and how to reduce the risk of skin cancer.	
Y5	Y5 focus on the day is drugs, alcohol and tobacco	Understanding the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health. Recognising that there are laws surrounding the use of legal drugs (including age restrictions) and that some drugs are illegal to own, use and give to others. Recognising that drug use (legal and illegal) can become a habit which can be difficult to break. Exploring why people choose to use or not use drugs (including nicotine, alcohol and medicines). Understanding the mixed messages in the media about drugs, including alcohol and smoking/vaping. Identifying the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use and people they can talk to if they have concerns about their own drug use or that of a friend or family member.
Y6	Using the 'Keeping Safe: Out and About' scheme of work produced by Islington Healthy Schools Team, the concerns about children becoming involved in, influenced by and initiating the behaviour of 'street gangs' are addressed. Learning about the range of feelings associated with being out and about with more freedom as they get older. Understanding how individuals and groups can be stereotyped which is not always a true reflection of their character. Identifying risks and risky behaviour out and about in the local environment. Exploring the possible consequences of anti-social behaviour and learning ways to resist peer pressure.	Exploring the use of legal and illegal drugs and how they can be linked to anti-social behaviour, risky behaviour, peer pressure and street gangs.

Economic Well-being Day – Summer B		
	<u>Money</u>	<u>Careers and Aspirations</u>
Y1	Learning what money is and the forms it comes in. Understanding where we get our money from and how we look after it.	Recognising that jobs help people earn money to pay for things. Exploring what jobs people do in our community and starting to consider what jobs they would they like to do when they are older.
Y2	Understanding that people make different choices about how to save and spend money. Learning the difference between ‘wants and needs’ and understanding that sometimes you can’t have everything you want.	Understanding that everyone has different strengths and identifying what they are good at. Exploring the different strengths and interests people might need to do certain jobs. Beginning to consider what jobs they might like to do and what skills they would need to work on for that job.
Y3	Recapping what money is and the different forms it comes in. Understanding how both adults and children can get money. Exploring that there are different ways to pay for things and the choices people have about this. Identifying that people have different attitudes towards saving and spending and exploring some of the things that influence people’s decisions around this. Exploring what makes something ‘value for money’. Understanding that there are different ways to keep track of our money.	Recognising that there are a wide range of jobs out there and that people can have more than one job in a lifetime. Understanding that some jobs are paid and others are voluntary; exploring different types of voluntary work and why people might choose to undertake voluntary work. Continuing to explore what jobs they might like to do when they are older and the skill sets needed for particular jobs.
Y4	Recapping that people make different choices about how to save and spend money and exploring some of the reasons that influences their decision. Recognising that people make spending decisions based on priorities and that there is a difference between wants and needs. Understanding that people’s spending decisions can affect others and the environment (e.g. fair trade, single use plastics, giving to charity).	Continuing to explore the different types of jobs available and what might influence people’s decisions about jobs (e.g. personal interests, own strengths and qualities, own limitations, family connections, media influence, pay). Further exploring what jobs they may like to do in the future and the skills needed. Learning how to develop some of the skills that might be needed in the workplace such as teambuilding, organisation, communication skills through practical activities.
Y5	Learning how to keep money safe. Understanding how retailers try to influence our spending and how our spending can impact others and the environment (e.g. fair trade, single use plastics, giving to charity).	Continuing to explore a range of jobs available and careers that interest them. Identifying gender stereotypes in the workplace and how to challenge these. Looking at skills and qualifications needed for

	Exploring different options available for borrowing money including loans, credit and how interest works. Exploring different ways to save money. Understanding how paying taxes works and what taxes are used for in society (incl. VAT).	certain jobs and careers and education paths. Setting short term goals and longer term plans to achieve aspirations in the field of work.
Y6	Understanding the importance of budgeting and practising budgeting skills through practical activities. Exploring the concept of debt and what the consequences of it can be on physical health and mental well-being. Identifying organisations that can help with debt. Understanding online spending and purchases (e.g. Fortnite, FIFA, in-app purchases) and the importance of asking the bill payers permission first. Exploring the concept of online gambling.	Continuing to explore possible jobs and careers that interest them. Exploring what the world of work looks like including hours, wages incl. minimum wage, responsibilities, holidays, working from home, shifts, employment laws. Identifying the positives and negatives of some of these and understanding why people choose different options (e.g part time shift work v's full time nights). Understanding the law surrounding the employment of children and when they can get their first part time job e.g. paper round, babysitting. Researching different career paths (e.g. college, apprenticeship, university) for different jobs/careers they are interested in.

Appendix 3

Class assemblies

YEAR 1	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Health & Wellbeing	Healthy Eating	Keeping active	Getting enough sleep	Identifying feelings	Staying safe in the sun	Coping with change
Being Safe	People who keep us safe	Bonfire Night & Firework Safety	Home safety	Road Safety	Rules that keep us safe – link with reminder about our school rules	What to do in an emergency
Relationships	People who care for us	Different types of families	Ways we are the same and different	Being polite around school	Rules about respect – link with reminder about our school rules	Who to talk to if you're worried about things in the family
Friendships	How do we make friends	Why are friends important	What makes a good friend	Helping someone feeling lonely	Falling out happens	Thanking our friends
Anti-Bullying	Being kind – what does it look like	Being unkind – what does it look like	How kind behaviour makes us feel	How unkind behaviour makes us feel	What can you do if you see someone being unkind to others	Why is bullying wrong
Living in the Wider World	Looking after the environment – rubbish and litter	Our school community – roles and responsibilities of people in school	Coins https://www.assemblies.org.uk/pri/650/coins	Jobs Guess the job from the descriptions	Rules Why do we have rules – link with reminder about our school rules	Pets How do we look after pets

YEAR 2	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Health & Wellbeing	Keeping clean and hygiene	Physical activity everyday	How we can change our mood	Looking after our teeth	Staying safe in the sun	Having gratitude
Being Safe	Staying safe online	Bonfire Night & Firework Safety	Medicines in the home safety	Stranger Danger	Electrical Safety in the home	Staying safe at the park and what to do in an emergency
Relationships	My family	Different types of families	What makes me unique and special	My relationships in school	How can I be polite and courteous?	My relationships online
Friendships	Being a good friend	Friendship and laughter	Can I be friends with people who are different from me?	Looking out for our friends	What can you do when you fall out with your friends?	Friendship and forgiveness
Anti-Bullying	How do we communicate online?	What is cyberbullying?	How does cyberbullying make people feel?	Why it is important to be kind online	What can you do if you see cyberbullying?	Who are our trusted adults?
Living in the Wider World	Looking after people in our community	Different groups we belong to	Looking after the environment – recycling at home	Looking after the environment – what can we do in school?	Money – save or spend?	Money – why you can't always have what you want. Wants v needs

YEAR 3	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Health & Wellbeing	Foods that support good health	Risk associated with too much sugar	Good oral hygiene	Managing the big feelings	What am I good at?	Who can help me stay physically and mentally well?
Being Safe	Electrical Safety in the home	Bonfire Night & Firework Safety	Rail Safety	Stranger Danger	Staying safe in the sun	Road Safety
Relationships	What is special about the people in my family?	Different types of families	What makes me unique and special?	NSPCC PANTS	How can I be more polite and courteous to people in my family?	How can I show my family I care?
Friendships	Why do we need friends?	How can I be a good friend?	Why friends help our mental health	What does a healthy/unhealthy friendship look like?	Feeling lonely	How can I let my friends know how important they are to me?
Anti-Bullying	Being kind – what does it look like	Being unkind – what does it look like	How kind behaviour makes us feel	How unkind behaviour makes us feel	What can you do if you see someone being unkind to others?	Why is bullying wrong?
Living in the Wider World	Why do we have rules in school – what are they and what are the consequences?	What are children's rights relating to education?	Relationship between rights and responsibility in school	What does my school community look like?	What groups do I belong to?	What does living in a community mean?

YEAR 4	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Health & Wellbeing	The importance of a good night's sleep	Ways to relax	Making healthy choices around exercise	Making healthy choices around diet	What can I do to look after my mental health?	Having a positive attitude
Being Safe	Age restrictions – gaming, social media etc	Bonfire Night & Firework Safety	Fire Safety in the home	Rail Safety	Water Safety	What to do in an emergency
Relationships	All the different relationships I have	Differences and similarities in my relationships	How can I show people I care?	My relationships in school	How can I be more polite and courteous in school?	What to do if I don't feel safe in a relationship?
Friendships	Why friends are important	Good friends v's bad friends	Similarities and differences between me and my friends	Falling out with friends	Feeling lonely or left out	Friendship and forgiveness
Anti-Bullying	How do we communicate online?	What is cyberbullying?	How does cyberbullying make people feel?	Why it is important to be kind online	What can you do if you see cyberbullying?	Who are our trusted adults?
Living in the Wider World	Why do we have rules in society – what are they and what are the consequences?	What are children's human rights?	Relationship between rights and responsibility	What does my local community look like?	What diversity is in my community?	How can we celebrate and value diversity?

YEAR 5	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Health & Wellbeing	How regular exercise affects physical health	How regular exercise affects mental health	How change and loss can affect mental health	Who am I? What is my identity?	Looking at self-worth	Managing setbacks and perceived failures
Being Safe	Road Safety	Bonfire Night & Firework Safety	Rail Safety	Sun Safety	Water Safety	Using devices safely when out and about
Relationships	Different types of families	Keeping secrets	How can I be polite and courteous?	Peer Pressure	Healthy relationships – power and control	What does having self-respect look like?
Friendships	Importance of friendships	What does a healthy friendship look like?	Old friends/new friends (friendships change)	Falling out with friends	Resisting peer pressure	When is it okay to break a confidence?
Anti-Bullying	What is the difference between falling out and bullying?	What does bullying look like?	How does bullying feel?	What is online bullying?	Why it's wrong to be a bystander	How to report bullying
Living in the Wider World	What are my rights and responsibilities?	What does being responsible look like?	Why doing the right thing isn't always easy	What are stereotypes?	How can stereotypes influence negative behaviour?	How can you challenge stereotypes?

YEAR 6	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Health & Wellbeing	Mental health affects everyone	How to look after our mental health	Risks associated with not eating healthily incl. obesity and tooth decay	Looking after our teeth	Hobbies as alternatives to technology	How loss and death can affect feelings and how to cope
Being Safe	Home Safety	Bonfire Night & Firework Safety	Smoking	Alcohol	Age restrictions – gaming, social media etc	Requests for images of themselves online
Relationships	Different types of relationships	What is gender identity?	How can I show people I care?	NSPCC PANTS	Setting personal boundaries – moral compass	Are people online really who they say they are?
Friendships	Social media/online communication – age restrictions	What online friendships do I have?	Dangers associated with online friendships	How rash and impulsive actions online can have serious consequences	Falling out online and what to do	Resisting peer pressure online
Anti-Bullying	The Equalities Act – what does it say?	What is discrimination and the law?	How to challenge discrimination	What are stereotypes?	How to challenge stereotypes?	How to report discrimination
Living in the Wider World	What are our shared responsibilities for protecting the environment?	Everyday choices: Reducing, reusing and recycling	Everyday choices: cheap clothes	What is diversity?	What is prejudice?	Organisations that aim to tackle discrimination

Appendix 4

Y5

Growing and Changing

1. naming body parts, why they are different and their roles
2. changing bodies - puberty and personal hygiene
3. you're in control of your body and what happens to it incl FGM
4. positive body image
5. relationships - lots of different types of families and relationships
6. making informed choices about your body and how it affects your physical and mental health

Science

puberty - physical and emotional changes during puberty periods

Y6

Growing and Changing

1. physical changes during puberty
2. emotional changes during puberty
3. positive body image
4. differences between sex, gender identity and sexual orientation
5. sexual relationships
6. human reproductions: conception to birth (voluntary)