

PSHE Policy

Policy Development

This policy covers our school's approach to Personal, Social, Health Education. It has been produced and developed by the subject leader in consultation with governors, staff, pupils and parents and will be kept under review annually. At every review, the governing body and the head teacher will approve the policy. Parents and carers will continue to be informed about the curriculum and consulted during future policy reviews. Relationships Education and Health Education are statutory in all primary schools. Personal, Social, Health and Economic (PSHE) education provides the framework through which these statutory subjects are delivered alongside the wider personal development curriculum.

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- **Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory Guidance**
- **Section 80A of the Education Act 2002.**
- **Children and Social Work Act 2017.**
- **The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.**
- **The Equality Act 2010.**
- **The Education and Inspections Act 2006.**
- **Science programmes of study: Key Stages 1 and 2 (National Curriculum in England).**
- **Keeping Children Safe in Education 2025.**
- **Working Together to Safeguard Children 2023.**
- **SEND Code of Practice: 0 to 25 years**

Document Purpose

This document reflects the values and philosophy of Lostock Hall Community Primary School with a focus on providing pupils with life skills that they will use to shape their future. The inclusive PSHE curriculum will aim to enable a progressive learning journey of knowledge, skills and creativity. The policy provides a framework within which teaching and non-teaching staff work, and gives guidance on planning, teaching and assessment.

The purpose of this PSHE policy is to ensure that all pupils receive a high-quality programme of Personal, Social, Health and Economic (PSHE) education that promotes their personal development, wellbeing and safety. Through an age-appropriate curriculum, PSHE supports safeguarding by helping pupils to recognise abuse, understand how to keep themselves safe, and know where and how to seek help. It enables children to develop healthy, respectful relationships, build resilience and emotional wellbeing, and acquire the knowledge, skills and confidence needed to make informed decisions. The programme also prepares pupils for the opportunities, responsibilities and challenges of modern life, supporting them to become healthy, responsible and active members of society. The school's PSHE curriculum is designed to be inclusive, sequential and underpinned by safeguarding principles and British values

The policy should be read in conjunction with the school's policies, including policies for Anti-bullying, Safeguarding, Visitors, and Confidentiality, Science and RE. It should be read together with the key skills documents for PSHE, Science and RE, which can be used as a springboard to develop the individual teacher's ideas in a personal way within the school's guidelines.

The school uses the Coram Education SCARF programme as the principal resource to support delivery of its PSHE curriculum. The Coram Education SCARF programme of learning is used as a whole school approach to develop our children's understanding of staying safe, caring for others, resilience and relationships. Teachers use the SCARF programme to deliver a structured PSHE curriculum, adapting lessons where appropriate to meet the needs of their pupils while ensuring statutory requirements are met.

*Note: SCARF scheme from Coram education. **Safety, Caring, Achievement, Resilience, Friendship.***

SCARF is a framework consisting of lesson plans, online planning, assessment and Ofsted tools to provide and support teacher's skills and confidence to embed a comprehensive RE / RSE, PSHE and Wellbeing programme throughout the primary years. SCARF is a whole-school approach to promoting behaviour, safety, achievement and wellbeing.

Teaching of PSHE will be age-appropriate, evidence-informed and developmentally appropriate to the needs of pupils. The curriculum is designed to meet the needs of all pupils, including those with SEND, ensuring all children can access learning that is appropriate to their stage of development.

Audience

This Document relates to pupils in Key Stages 1 and 2. The children in the Early Years Foundation Stage (EYFS) follow the Early Learning Goals for Personal Social Emotional Development, which can be found in the Policy for the EYFS. This policy is intended for all teaching staff and staff with classroom responsibilities, the school governors, parents, inspection teams and Local Authority advisers. This policy document, after presentation to, and agreement by, the staff and Governing Body, is distributed to all teaching and non-teaching staff and the School Governors and is accessible on the school website. Such distribution ensures the accessibility of the document to visiting teachers and to parents. We view the partnership of home and school as vital in providing the context for effective PSHE.

Ethos

Personal, Social, Health and Economic (PSHE) education is a subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. PSHE gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain and the wider world. PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life. (PSHE Association).

Subject Aims

The overall intent of PSHE at Lostock Hall Community Primary School is to provide pupils with the knowledge, skills and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain and the wider world. We aim to support all pupils in achieving their academic potential and to equip them with the personal skills they will need throughout later life.

Through our PSHE curriculum, pupils are encouraged to develop key personal attributes such as confidence, resilience, perseverance, curiosity, empathy, and the ability to reflect on and improve their learning.

PSHE at Lostock Hall Community Primary School is delivered through a structured programme using the Coram Education SCARF scheme from Reception to Year 6. SCARF (Safety, Caring, Achievement, Resilience, Friendship) provides a structured framework of lesson resources, assessment support and guidance to deliver a comprehensive Relationships, Health and Wellbeing curriculum.

We also recognise that aspects of PSHE are supported through other curriculum areas, including Science and Computing.

Pupils will be supported in:

- developing confidence and self-esteem
- making the most of their abilities and talents
- preparing to play an active role as responsible citizens
- respecting and valuing differences between people
- developing a healthy, safe and active lifestyle
- developing a sense of personal responsibility
- building positive and respectful relationships

We cover the following themes in PSHE:

Health and Wellbeing

- healthy lifestyles
- physical, mental and emotional health and wellbeing
- making informed choices about health and wellbeing
- managing change, including puberty, transition and loss
- knowing how to respond in an emergency

Relationships

- developing and maintaining healthy relationships
- respecting equality and diversity
- knowing about different groups and communities
- understanding rights and responsibilities

Safety and Risk

- keeping safe in a range of situations, including online
- managing risk and understanding consequences

Living in the Wider World

- respecting and protecting the environment
- understanding how money plays an important role in people's lives
- managing money effectively
- developing basic enterprise skills

Relationships Education and Relationships and Sex Education (RSE) within PSHE

Within PSHE, Relationships Education (RE) and Relationships and Sex Education (RSE) are taught as part of the wider curriculum for Personal, Social, Health and Economic education. They focus on the fundamental building blocks of positive relationships, including friendships, family relationships, and relationships with peers and adults.

We believe Relationships Education and RSE are essential for all pupils because they support children to develop the knowledge, skills and understanding they need to stay safe, healthy and emotionally secure, and to manage their lives in a positive and responsible way. The curriculum focuses on developing respectful relationships, with an emphasis on family, friendships and appropriate interactions with others.

Relationships Education and RSE are delivered through the PSHE curriculum and are supported by learning in Science, Computing and Religious Education. The curriculum is adapted to meet the age and developmental stage of pupils. The school uses the Coram Education SCARF programme from Reception to Year 6 to support delivery.

Aims of Relationships Education and RSE

The aims are to:

- provide a safe framework for discussing sensitive issues
- develop self-respect, confidence and empathy
- promote positive and respectful relationships

- teach the correct vocabulary to describe themselves and their bodies in an age-appropriate way
- develop communication, listening and emotional literacy skills
- support understanding of physical and emotional changes during puberty
- promote understanding of personal hygiene and health
- prepare pupils for relationships in an increasingly online world

What Relationships Education and RSE will provide

- accurate and age-appropriate information
- opportunities to develop communication and social skills
- exploration of values and development of positive attitudes
- understanding of boundaries, consent (age-appropriate), and personal safety
- strategies to recognise and report concerns or feelings of being unsafe

These areas of learning will be taught within the context of family life. Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances - (families can include single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Sensitivity will be shown that some children may have a different structure of support around them (for example: looked after children or young carers).

Relationships and Sex Education (RSE)

Sex Education at Lostock Hall Community Primary School focuses on human reproduction and how a baby is conceived and born. It is taught in Year 6 as part of the PSHE curriculum, unless in exceptional circumstances it is deemed appropriate, following consultation with senior leaders, to deliver elements earlier in Key Stage 2 to meet the needs of pupils.

Sex Education is primarily delivered by external trained educators through the Coram Education SCARF programme, with support from the class teacher and the subject leader. Where appropriate, trained health professionals may also contribute to delivery. The biological aspects of human development are also taught through the Science curriculum in line with the national curriculum.

Pupils will learn about:

- the main external parts of the human body
- how the human body changes from birth to old age, including puberty
- human reproduction and how a baby is conceived and born
- reproduction in some plants and animals

Question handling

Teachers will respond to pupils' questions in a sensitive and age-appropriate manner, using professional judgement and in line with the school's PSHE policy. Where questions fall outside the planned curriculum, pupils may be signposted to their parents or carers where appropriate.

Inclusion and safeguarding

RSE is taught within the context of family life. Care is taken to ensure that no child is stigmatised due to their home circumstances. Families may include single-parent families, adoptive families, foster families, same-sex parents, and extended family carers. Sensitivity is shown towards children who may have different home situations, including looked after children and young carers.

Parental rights and withdrawal

There is no right for parents/carers to withdraw their child from Relationships Education or Health Education.

Parents / carers have the legal right to withdraw their children from all or part of any RSE provided, with the exception of the biological aspects included in national curriculum science. This right will be communicated to parents / carers prior to teaching. This request must be in writing and addressed to the head teacher. The headteacher will discuss any request with parents/carers to ensure the nature and purpose of the curriculum is understood before a decision is confirmed. This process will be recorded.

Where a pupil is withdrawn from Sex Education, appropriate alternative provision will be made.

Roles and Responsibilities

The PSHE programme is led by the subject leader, with support from the PSHE link governor, headteacher, senior leadership team (SLT) and governing body. The subject leader works with colleagues across relevant curriculum areas to ensure that Relationships Education, RSE and Health Education complement learning in subjects such as Science, Computing and Religious Education.

Class teachers are responsible for the delivery of PSHE within their own classes, with provision planned and timetabled appropriately. The programme is supported by teaching assistants, parents and carers, governors, and external professionals, including trained educators from the Coram Education SCARF programme where appropriate.

Staff receive appropriate training and support to deliver PSHE effectively, including staff meetings, professional development opportunities, team teaching and ongoing guidance. Where appropriate, teachers may also draw on support from recognised organisations such as the PSHE Association.

Our PSHE programme is delivered through a range of teaching approaches, including interactive activities. High-quality resources are used to support learning and are regularly reviewed to ensure they are appropriate and reflect the values of the school. Pupil voice is used to help review and inform the PSHE curriculum to ensure it meets the needs of pupils.

Staff are required to deliver PSHE as part of their professional responsibilities. Any concerns about delivery should be raised with the headteacher. Staff personal beliefs and attitudes must not influence the delivery of the curriculum, which is taught within the school's agreed values framework.

Clear boundaries and expectations for behaviour are established in all PSHE lessons. Where safeguarding concerns arise, including concerns relating to possible abuse, staff must follow the school's safeguarding procedures immediately.

Delivering PSHE in a sensitive and effective way

Staff are responsible for:

- delivering PSHE in a sensitive and age-appropriate way
- modelling positive attitudes towards PSHE
- monitoring pupils' progress
- responding to the needs of individual pupils
- responding appropriately to requests for withdrawal from non-statutory RSE

In delivering a balanced, comprehensive and progressive PSHE programme, staff will refer to:

- the statutory framework for Relationships, Sex and Health Education (RSHE)
 - the Spiritual, Moral, Social and Cultural (SMSC) aspects of personal development
 - PSHE schemes of work and key skills documents
 - curriculum links in Science, Religious Education, Physical Education and Computing
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Whole-school approach

PSHE is a whole-school responsibility and is not limited to discrete lessons. It is delivered through a range of approaches, including:

- discrete PSHE lessons, including circle time
 - cross-curricular links (e.g. Science, Computing, RE and PE)
 - Kid Safe sessions delivered by the school's learning mentor
 - whole-school assemblies
 - educational visits
 - extra-curricular activities and clubs
 - homework activities
 - school performances and productions
 - sporting events and competitions
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Teaching and learning approaches

A range of teaching and learning styles are used, including:

- circle time
 - discussion and debate
 - role-play and drama
 - problem-solving activities
 - games and interactive tasks
 - enquiry-based learning using digital resources
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Classroom expectations

Teachers will:

- plan lessons with clear learning objectives
 - establish ground rules with pupils at the start of PSHE sessions
 - use distancing techniques where appropriate
 - ensure a range of interactive and structured activities
 - respond appropriately to unexpected questions or comments
 - use accurate, age-appropriate language and terminology
 - encourage reflection and respectful discussion
 - ensure no pupil is required to answer personal questions
 - discourage personal or inappropriate questioning of others
 - use correct anatomical terminology and discourage slang usage, while explaining informal language when it arises
 - ensure respect for differences between pupils is maintained at all times
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Distancing techniques

To ensure pupils feel comfortable and to protect privacy, discussions are depersonalised using a range of distancing techniques. These may include:

- role-play (e.g. puppets or scenarios)
- structured debates
- games and quizzes
- case studies with fictional characters
- video materials
- performances by visiting companies or pupils

Safe and effective practice

Staff recognise that effective PSHE, particularly in areas relating to relationships and safety, may lead to a safeguarding disclosure.

If any child protection or safeguarding concern arises, staff will follow the school's safeguarding procedures and immediately report concerns to the Designated Safeguarding Lead (DSL), or in their absence, a deputy DSL.
External visitors and agencies supporting RSE delivery are required to follow the school's safeguarding and visitor policies at all times.

Engaging stakeholders

The RSE policy is available to parents via the school website, with paper copies available on request. The school is committed to working in partnership with parents and carers and will provide information about the PSHE/RSE curriculum through letters, newsletters, the school app, and other communication channels.

Parents will be informed in advance when Sex Education is to be taught in Year 6 and will be given opportunities to view relevant resources on request. The school will provide curriculum overviews to support parents in understanding what is being taught and how they can support learning at home.

Parent and carer involvement

Parents and carers will:

- be consulted on the Relationships and Sex Education programme
- be informed about the purpose and content of RSE
- be able to view resources on request
- receive curriculum information via the school website
- be informed prior to Sex Education being taught in Year 6
- be supported with guidance on discussing RSE topics at home

Accessibility and inclusion

PSHE provision will be accessible to all pupils. Teaching will comply with relevant legislation and guidance, including the Equality Act 2010 and the Special Educational Needs and Disability (SEND) Code of Practice.

The school will ensure that PSHE is inclusive and appropriately adapted to meet the needs of all pupils, including those with SEND. Consideration will be given to pupils' individual needs, including their religious and cultural backgrounds, when planning and delivering content.

The school recognises the protected characteristics under the Equality Act 2010:

- age
- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy and maternity
- marriage and civil partnership

Sexual orientation and gender identity

Pupils will be taught to respect diversity and difference. Teaching will support pupils to understand that people may have different identities and relationships, and that all individuals should be treated with respect. Staff will respond to questions about sexual orientation and gender identity in a sensitive, age-appropriate and factual manner.

Confidentiality

Staff understand the boundaries of their professional and legal responsibilities when teaching PSHE and RSE. The purpose of confidentiality is to safeguard and support the wellbeing of pupils.

Staff will:

- reassure pupils that their best interests will always be prioritised
- encourage pupils to speak to their parents or carers where appropriate
- make clear that staff cannot offer unconditional confidentiality
- ensure pupils understand that if confidentiality must be broken, they will be informed and supported
- signpost pupils to appropriate sources of support (e.g. school nurse or pastoral staff)
- establish clear ground rules to support respectful discussion in lessons

Monitoring and evaluation

The PSHE subject leader is responsible for monitoring the delivery of the PSHE curriculum through a range of strategies, including planning review, lesson observations, learning walks and pupil voice.

Class teachers assess pupils' learning and development in PSHE in line with the school's assessment systems.

The effectiveness of PSHE provision is evaluated through:

- annual policy review
- school development planning
- pupil voice interviews
- work scrutiny
- lesson observations and learning walks
- staff discussions and curriculum review meetings
- ongoing professional dialogue with staff
- end-of-year reporting processes

- governor monitoring and review

Assessment in PSHE

Effective assessment in PSHE enables pupils and teachers to reflect on learning, supports progression, and demonstrates impact over time.

Assessment in PSHE focuses on pupils':

- knowledge and understanding
- attitudes and values
- skills and personal development

Assessment is carried out through:

- self-assessment
- peer assessment
- ongoing teacher assessment

Pupils are encouraged to reflect on their learning and progress throughout lessons. Opportunities for reflection are built into teaching to support personal development and deeper understanding.

Pupil voice is used to inform and adapt planning where appropriate.

Assessment in PSHE may take place in a variety of forms, including:

- observation of participation in discussions, role-play and group work
- written work, diaries and reflective tasks
- quizzes and questionnaires
- case studies and problem-solving activities
- assemblies, performances and enrichment activities

Some aspects of Relationships and Sex Education that are taught through the Science curriculum are assessed in line with the National Curriculum for Science.

Mental Health and Wellbeing

At Lostock Hall Community Primary School, we are committed to promoting positive mental health and emotional wellbeing across our school community, including pupils, staff, parents and carers.

We recognise that mental health is equally as important as physical health and can significantly affect learning, achievement and overall wellbeing.

We aim to ensure that pupils:

- can manage change and stress effectively
- develop resilience and coping strategies
- are supported to achieve their full potential
- know how and when to seek help

We also aim to help pupils understand:

- how to maintain positive mental health
- what can affect mental wellbeing
- how to reduce stigma around mental health
- where to access support when needed

We aim to create a school environment where:

- all pupils are valued
- pupils feel safe and have a sense of belonging
- pupils feel able to talk to trusted adults
- positive mental health is actively promoted and supported

In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing.

PSHE Key Skills by the end of Key Stage 1

Living in the Wider World

- show concentration for increasing periods of time
- begin to seek help when needed
- express ideas and talk about personal interests
- respond to the ideas and questions of others
- contribute to the life of the classroom
- help to develop class rules
- understand that people have different jobs and roles
- begin to recognise different cultural, religious and ethnic identities in the UK
- understand that money comes from different sources and is used in different ways
- understand the concepts of spending and saving
- begin to identify ways they can contribute positively to their environment

Relationships

- express a range of feelings and emotions
- explain views on things that matter to them
- understand that behaviour affects others
- listen to the views of others
- recognise how others show feelings and respond appropriately

- understand the difference between secrets and surprises
- understand what physical contact is appropriate and how to respond
- recognise different types of teasing and bullying, including online, and understand they are wrong
- begin to develop strategies to resist teasing and bullying

Health and Wellbeing

- persevere in activities of interest
- understand basic components of a healthy lifestyle
- make simple healthy eating choices
- understand the importance of hygiene
- understand how some illnesses spread
- name the main parts of the body
- understand that household products can be harmful if misused
- identify ways to stay physically and emotionally safe, including online safety

PSHE Key Skills by the end of Lower Key Stage 2 (Years 3–4)

Living in the Wider World

- develop interests and try new activities when encouraged
- reflect on how effort leads to success
- ask questions to develop ideas and understanding
- understand why rules and laws are made
- understand rights, responsibilities and duties at home, school and in the community
- appreciate cultural, religious and ethnic diversity in the UK
- understand how money is managed, saved and spent and what influences choices
- identify ways people can contribute to society locally and nationally
- understand how actions can affect others and the environment

Relationships

- form and maintain positive relationships with a range of people
- describe and respond to a range of emotions in self and others
- listen to others and consider different viewpoints
- understand how behaviour affects relationships
- reflect on and improve their own behaviour
- recognise features of healthy relationships
- understand what bullying is, including online bullying, and how to respond
- know when and how to ask for help

Health and Wellbeing

- show perseverance and resilience when facing challenges
- understand the importance of a healthy lifestyle, including diet, exercise and mental wellbeing
- understand how bacteria and viruses spread and how to reduce risk
- understand the effects of legal and illegal substances on the body
- identify strategies for keeping physically and emotionally safe, including online safety
- understand the difference between risk, danger and hazard
- recognise when and how to seek help, including online

Key Skills by the end of Upper Key Stage 2 (Years 5–6)

Relationships

- develop strategies to overcome doubts, fears and challenging situations
- listen to and value advice from others
- identify personal strengths and areas for development
- adapt behaviour appropriately in different situations
- understand and respect different viewpoints
- recognise features of healthy and unhealthy relationships and know where to seek support
- develop strategies to resolve conflict through negotiation and compromise
- manage and regulate emotions effectively
- recognise and challenge discrimination, teasing, bullying and aggression
- understand appropriate and inappropriate physical contact and how to respond
- recognise and resist negative peer pressure
- challenge stereotypes and prejudice
- understand differences between gender identity, sexual orientation and equality
- understand how to respond to bullying, including online bullying, and how to seek help

Health and Wellbeing

- understand the key components of a healthy lifestyle, including mental health
- demonstrate resilience and perseverance in the face of setbacks
- understand how media influences self-image and wellbeing
- assess and manage risk in different situations
- understand strategies for keeping physically and emotionally safe, including online safety
- understand sources of pressure to behave in unhealthy or risky ways
- understand the impact of change, including transition, loss and bereavement
- recognise that increasing independence brings increased responsibility
- understand the risks associated with drugs, alcohol and other substances
- understand human reproduction in relation to puberty
- understand how puberty affects hygiene, health, activity and nutrition

Living in the Wider World

- maintain concentration and commitment across a range of activities
- understand the value of effort, persistence and achievement
- develop and deepen areas of personal interest
- understand how rules and laws are made and changed
- understand human rights, including children's rights
- appreciate diversity in national, regional, religious and ethnic identities in the UK
- understand consequences of antisocial behaviour, including discrimination and bullying
- recognise diversity and interconnectedness within communities
- understand how similarities and differences between people arise
- develop understanding of financial capability, including managing money
- understand concepts such as interest, loans, debt and tax
- develop enterprise skills and understanding of economic responsibility
- understand the impact of personal choices on others and the environment

Policy review

This policy will be reviewed annually by the PSHE subject leader, headteacher and governing body.

PSHE Topics and key vocabulary

Pre-scho ol	Me and My Relationships body, senses, feelings, special, hug, home, family,	Valuing Difference friends, different, likes, dislikes	Keeping Myself Safe Safe, help, clean	Rights and Responsibilities Parent, carer, money	Being my Best food, sleep, sharing, ideas, mind, wash	Growing and Changing baby, nappy, pram, milk, care, family, love, growing, change, feelings
Rec	Me and My Relationships positive, negative, worries, problems, friends, feelings, caring, kindness, same, different,	Valuing Difference community, favourite, families, housing, caring, favourite, friendship,	Keeping Myself Safe poorly, ill, nervous, permission, share, trust, exercise, medicines, emergency	Rights and Responsibilities parental, litter, tidy, money, coins, notes, bank card	Being my Best goal, bones, teeth, health, mindfulness, brush, energy	Growing and changing, child, teenager, adult, old age, tummy, growing, change, growing up
1	Me and My Relationships together, comfortable, rules, worried, scared, angry, confused, listening, considerate, emotions	Valuing Difference unkind, tease, bully, hurtful, happy, friendly, consideration, special people	Keeping Myself Safe Unwell, healthy diet, routine, illnesses, touch, online, private, risk	Rights and Responsibilities environment, workplace, bank, first aid, injuries, responsibility	Being my Best food groups, diseases, germs, hygiene, believe, promise, physical, spread	Growing and Changing newborn, baby, nappies, care, family, love, private parts, growing, changing, feelings
2	Me and My Relationships teasing, bullying unkind, kindness, anger, loneliness, emotional, respect, good friend	Valuing Difference empathy, listening, anti- bullying, trusted adult, gender, religion, respect, calm cool	Keeping Myself Safe Online search, dangerous, medicines, smoke, chemicals, legal, illegal,	Rights and Responsibilities contact, choices, essential, non- essential, internet, saving, paid, budget	Being my Best positive, negative, germs, vaccinations, dental hygiene, oxygen, internal parts, talents	Growing and Changing positive feedback, growing, changing, stages of growth, body parts, penis, vulva, vagina, testicles, privacy, private parts, safe, unsafe, trusted adult, feelings
3	Me and My Relationships Rules, consequences, special relationships, friendship qualities, independent thinking, cooperation, collaboration, conflict, dare, resolution	Valuing Difference Cooperation, determination, mental health, manners, neighbours, origins, adopted, fostered, same sex, name calling prejudice, community	Keeping Myself Safe Drugs and tobacco, nicotine, addiction, browsing, cyber bullying	Rights and Responsibilities volunteer, wellbeing, responsible, fact, opinion, viewpoint, environmental, project, income, earning,	Being my Best balanced diet, infectious, discussion, debate, collaborative, physical health, Fitness,	Growing and Changing genitals, personal space, boundaries, family, blended family, adoptive family, adoption, marriage, civil ceremony, partner, relationships, different sex, respect, care, neglect
4	Me and My Relationships Intensity of feelings, positive healthy relationship, admire, assertive, teamwork, physical state, facial expressions, response, pressure,	Valuing Difference manage, personal space, uncomfortable, influence, acquaintance, race, gender, behaviour, respect, stereotype, media, relationships	Keeping Myself Safe Hazardous, consent, medicinal, infectious diseases, smoking, calculated risk, peer pressure	Rights and Responsibilities action group, consumer, loan, credit, debt, interest, tax, product, biased, unbiased personal finance, council, elected	Being my Best Healthful meal, oxygen, respiration, debate, response services,	Growing and Changing penis, testicles, vulva, vagina, ovaries, womb (uterus), breasts, nipples, growth spurt, body hair, pubic hair, facial hair, deeper voice, wider hips, body odour, sweat, spots (acne), feelings, emotions, mood swings, privacy, eggs, sperm, reproduction, semen, period, menstruation, sanitary towel, tampon, blood, family, marriage, live together, civil partnership, respect, care, change
5	Me and My Relationships negotiation, compromise, qualities of friendship, passive, aggressive, circumstance, empathetic, initiative	Valuing Difference Discrimination, injustice listening skills, diverse society, identity, expression, orientation, consideration,	Keeping Myself Safe Habit, dilemma, strategies, personal information, categorising drugs; misconceptions, probability,	Rights and Responsibilities pressurised, investment, democratic, bystander, expenditure,	Being my Best function, qualities, common, techniques, invoice, resilience,	Growing and Changing puberty, hormones, genitalia, penis, testicles, scrotum, vulva, vagina, clitoris, labia, breasts, nipples, ovaries, womb, eggs, sperm, semen, menstruation, period, sanitary towel, tampon,

				organisations, national insurance, deductions,	discussion, response, research	vaginal discharge, wet dream, pubic hair, growth spurt, body hair, facial hair, deeper voice, wider hips, sweat, body odour, spots (acne), testosterone, mood swings, feelings, emotions, privacy
6	Me and My Relationships Collaborative approach, negotiate, peer, dynamics, emotional needs, reacting, commitment, force, physical contact, negative, personal information,	Valuing Difference Racism, discriminatory, positive attributes, peers, unique, offensive, verbal, non-verbal, diverse society, mutual, acquaintance,	Keeping Myself Safe interacting, technology, medical, emotional needs, misconceptions, norms, withdrawal	Rights and Responsibilities social media, elections, VAT, voluntary, environmentally sustainable, hustings, financial, economics, reduce, reuse, recycle,	Being my Best mindfulness, debating, assessing, services, anxiety, respiration, recovery position,	Growing and Changing media manipulation, stereotype, gender stereotype, sexual orientation, separation, reproduction, semen, sperm, ovum, ovulation, fertilisation, conception, implantation, cervix, fallopian tube, uterus, placenta, embryo, foetus, umbilical cord, pregnancy, labour, birth, erection, sexual intercourse, age of consent, IVF, HIV, sexually transmitted infections (STIs)